

Journal of College Placement

Formerly

SCHOOL AND COLLEGE PLACEMENT

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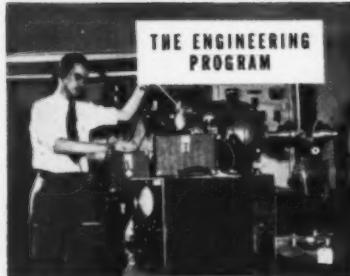
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THREE DRY HOLES

By Bruce Barton

I was standing at the desk of a big western hotel when the two oilmen met, and I couldn't help but overhear their brief conversation.

"It seems to me I ought to know you," said the first oilman. "Your face is familiar, but I just can't seem to remember where we met . . ."

"You ought to remember me," replied the second. "I drilled three holes for you once—and all of them were dry."

Both laughed. And I wished that every man and wife in the country could have heard them. For that laugh was an important part of America. It symbolized the whole free enterprise system under which we operate.

Our current literature is full of tales of oil multimillionaires: Glen McCarthy, with his fabulous hotel; the boys who only yesterday were down to their last pair of socks, and who now have their private planes and race horses, and—give them credit—their long lists of charities, too. They are the lads who rubbed Aladdin's lamp, who made the fairy tales come true.

But who ever writes about their losses and mistakes? Who ever stops to think that for every good well there are at least eight duds? Or that only one expensive drilling in 243 brings in a "gusher"? Who, in short, ever talks about the "dry holes"? Yet even the luckiest rich men have them.

When the first J. P. Morgan died the public was amazed to read that in his safe deposit box were several million dollars worth of stock certificates, all worthless. Just why he kept them, no one knew. Perhaps as his own sobering reminder that no "inside information" is a sure thing, no human mind infallible; that every life, in whatever area, is a gamble. They were his dry holes—to be accepted as a normal part of things, laughed over, and forgotten.

My father-in-law spent his business life as a member of the Chicago Board of Trade. He made a comfortable fortune by expert reading of the weather maps and shrewd guessing as to what the weather would do to crops and prices. But in the process of succeeding, he was more than once busted. Nothing in his talk or manner gave any inkling of misfortune. Yet the family always knew—because, all unconsciously, he would stroll around in the evenings turning out the electric lights.

When my wife and I were married, he said to us: "Not every year will show a profit. You're bound to have some bad ones. But every now and then you will hit on one that turns out better than you had hoped. And every year you will notice that you have gathered a little additional furniture and stuff around the house."

The Bible describes the profitless years as "years the locust hath eaten." Call them "locust years," or "dry holes," or whatever you will, they are an inescapable part of the game. No man can expect to avoid them. The only choice is how you take them—with rancor and self-pity, or cheerfully in your stride.

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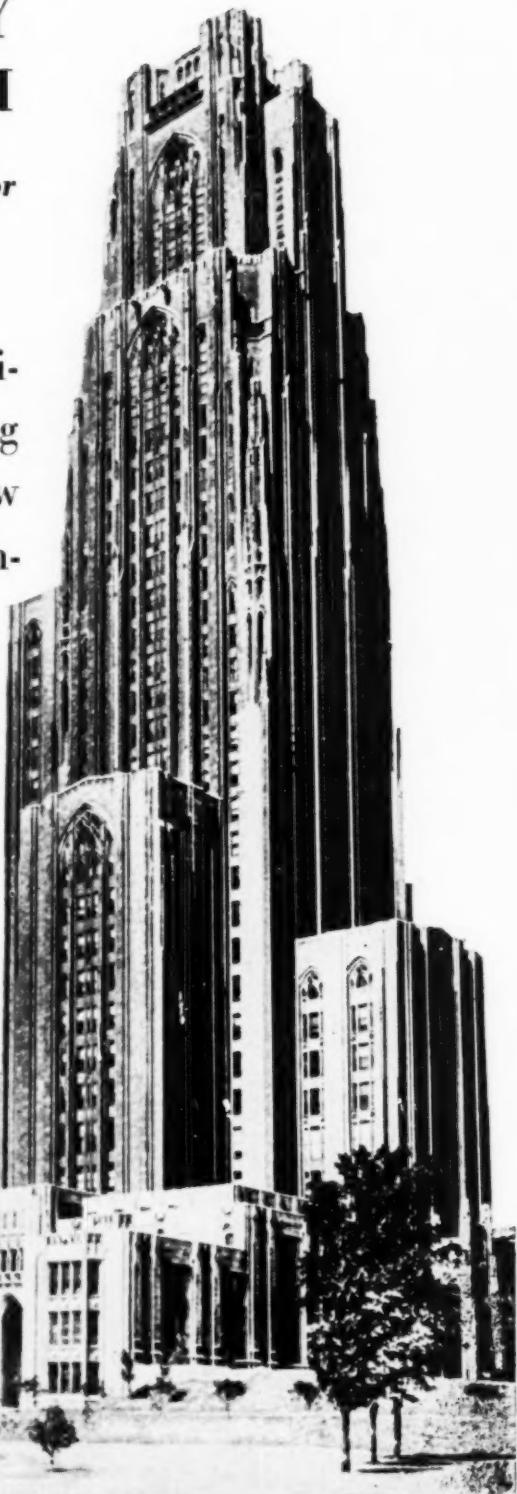
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A MESSAGE TO COLLEGE ENGINEERING STUDENTS

from A. C. Monteith,
*Vice-President in Charge of
Engineering and Research,
Westinghouse Electric Corporation,
Queens University, Kingston,
Ontario, 1923.*

The second most important decision in your life

Now, as you near graduation, you are about to make a decision—second in importance only to choosing your life's partner.

I'm talking, of course, about that all-important first job. Which company will it be? I wouldn't presume to answer that question for you. But I would like to emphasize the importance of this decision.

You have a lot at stake. The direction your career takes will most certainly be influenced by the company with which you cast your lot. May I offer a few personal suggestions.

Choose a company not for its bigness or smallness, but for how it will treat you as an

individual. Choose it not only for its engineering activities alone but also for how it is set up to help its engineers develop themselves professionally. Choose your company with an eye on the opportunities ahead—and an eye on the future of the company itself. Above all, select a company that has a definite program to help you determine the work for which you are best fitted.

Only you can make this vital decision. Whatever it may be—good luck!

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UNIFORM DATA SHEETS

JOHN E. STEELE, *Commerce Placement Director*
Ohio State University, Columbus, Ohio

Formerly Vice-President and now President of the Journal, Mr. Steele has gained wide knowledge of placement functions through his job experience which covers business, industry, government and the university.

He is one of six founders of the Midwest College Placement Association, and is also President of that organization for the current year.

Before assuming his present position Mr. Steele was Associate Director of the Bureau of Personnel Relations and Placement and Instructor in Management at Indiana University.

Editor's Note: Because Professor Steele has been studying application blanks of employers and qualification statements of applicants for many years, we believe his comments and suggestions will be of interest to everyone engaged in college placement work. The following article is a revision and expansion of a part of the talk given by Professor Steele at the Middle Atlantic Placement Officers Association on October 20, 1952, which was entitled "Would Uniformity of Placement and Recruiting Procedures be Desired and Advantageous to the College Placement Office?"

The study of various forms compiled by employers and by applicants to facilitate the interview has provided an interesting hobby for me. About half of my experience has been in business, industry and government, from the employer's viewpoint; the remainder of my experience has been in university placement work, from the applicant's and the employer's viewpoints. The one definite conclusion reached from this background and continuous study is the fact that there are certain basic data desired from college applicants by all employers, and certain basic data desired from employers by all college applicants, which can be standardized.

Since giving a talk on this subject to the M.A.P.O.A., I have discussed my findings and thinking with numerous persons in college placement work throughout the country. Although everyone I talked to was afraid of too much uniformity which might result in medi-

ocrity and lack of vision and experimentation, all agreed that time-saving uniform procedures would be highly desirable.

This article deals with the need for simplifying interviewing procedures *on college campuses*. It pertains to the preliminary interview only, and should not be confused with or expanded to encompass other steps in the selection process of hiring college graduates. The following two suggestions regarding one-page digests for employers and for students will definitely save the time, reduce the efforts, and obtain better results for all parties (employers, students, alumni, faculty, and placement offices) concerned with interviews on the college campus.

EMPLOYERS DATA SHEET

To acquaint Placement Directors, faculty, alumni, and students with the organization and the opportunities therein, I recommend that every employer prepare and distribute a uniform one-page digest of pertinent data, which could be called an *Employers Data Sheet*.

History

Such a summary regarding the employer's organization and his positions was originated at Purdue University by Mr. F. Lynn Cason, and was called a *Company Information Sheet*. The author was a member of the

Committee which studied Mr. Cason's form and adapted it for use by all members of the M.C.P.A. This form was unanimously adopted by the members of the Midwest College Placement Association at the First Annual Meeting which was held at Detroit on September 12 and 13, 1950, and has been in continuous use throughout the Midwest since this meeting. It is my understanding that this same form has also been adopted by the Middle Atlantic Placement Officers Association, and also by the Eastern College Personnel Officers.

Content

Exhibit A illustrates a uniform sheet providing the type of information which most colleges desire from employers. The basic data can be easily grouped into the following major categories: Name of Organization, Location of Plants or Offices, Date Established, Number of Employees, Products or Services, Positions for College Graduates, Degree or Course Required, Method of Training, and Other Information.

The form should be simple and not competitive; it should provide overall, semi-permanent information about the organization; it should not quote specific salaries (these are best handled by correspondence or personally between the employer and the placement office); it should contain data about occasional job openings for college graduates as well as jobs wherein the major need for college personnel exists; it should definitely carry the date of issuance; it should contain the name, title and address of the person in the organization with whom the student or alumnus can communicate; it should make reference to any additional literature (more detailed and elaborate) which may be on file in the placement office, but should not be thought of as taking the place of such literature.

Advantages

We have found that students, alumni, faculty, and members of the placement office staff *will read* a one-page digest *and also* the expensive literature which employers prepare;

without such an abstract, however, the booklets, pamphlets, binders, etc. often gather dust on shelves. In addition, the preparation of such a mimeographed or printed summary would be the most economical for all types of employers, and would give each organization equal footing in appealing to college graduates; thus, small and medium size employers would have the same display and publicity as large employers. Another principal advantage is the fact that employers would not have to prepare different sets of data for different placement offices; if desired, however, employers could concentrate in providing unusual or personal information in booklets or pamphlets to supplement the uniform data sheet.

Uses

The data condensed on a single sheet will enable the placement office to quickly inform students, alumni, and faculty regarding the pertinent facts about any organization. This form would help screen out uninterested applicants and encourage interested candidates to read and study the literature providing more detailed information about the employer. Thus the interviewer visiting the campus is more assured of talking to persons who have a definite reason for appearing on his interviewing schedule. In referring candidates to employers, or in providing job leads by correspondence or in person to applicants, the Placement Director can make good use of such a form in informing the graduates of the essential data desired by all students and alumni.

STUDENTS DATA SHEET

Because of the success which many college placement directors have experienced with the one-page digest from employers, I believe the colleges should reciprocate the cooperation shown by employers who have provided the uniform data requested above. Therefore, I recommend that colleges have a uniform one-page digest of their graduates' qualifications available for interviews on the campus; such a form could be called a *Students Data Sheet*.



Trade

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DOVER, DELAWARE

History

Most of you readers know that this idea is not new. The Committee on the Code of Ethics devised a suggested standard interview sheet, and many schools are using their own one-page summaries (e.g. University of Texas, Indiana University, Georgia Tech, Iowa State College, University of Florida, Ohio State University College of Commerce, etc.). These data sheets are real time-savers for the students, for the employers, for the faculty, for alumni, and for the Placement Office. The lack of vigorous sponsorship by official placement groups seems to have prevented the general adoption of the form developed by the Code of Ethics.

Content

Exhibit B illustrates a uniform sheet providing the type of information generally requested by employers from college applicants. The use of headings facilitate the interviewer's reading, and the conspicuous display of the school's name will enable the interviewer to quickly separate the records of graduates from the various schools visited.

The basic data can be easily grouped into the following major categories: Personal Data, Vocational Interests (including the Type of Work Desired), Work Experience (including paid and non-paid), Campus and Community Honors and Activities, Military Service (if appropriate), and Other Information. Certain items would probably have to be omitted in states having F.E.P.C. laws, but throughout the country such a standardized form would greatly facilitate the work in the college placement field.

Relation to Application Blank

This uniform data sheet is *not* a substitute for an employer's application blank which should be used later in the selection process. It is a suggestion to save our graduates' time and assure interviewers that they would have some definite pertinent data on each person interviewed on the campus.

As Mr. Edwin L. Yates from the General Motors Corporation has stated: "The appli-

cation forms of many companies are the result of years of experimentation. Although not always apparent on the surface to others, the information called for may be particularly necessary to an individual company's type of operation and employment philosophy."* He goes on to state that in instances where the college feels its own form should be used for the campus interview, provision should be made for the employer to request the completion of his own application form from those graduates in whom he is interested, after the interview.

Why a Uniform Data Sheet?

During the past eight years I have made periodic studies from fairly detailed records of our graduates, and have found that the average college graduate has obtained *one* offer of employment for every *four* employers contacted. This 1 to 4 ratio (compiled primarily during a very favorable job market from the applicant's viewpoint) clearly illustrates why I believe employers should show some consideration for the students' time. Students have other things to do besides filling out application blanks, three-fourths of which end up in the wastebasket after the preliminary interview.

Any employer who disregards the above fact entirely is being very selfish, in my opinion. I would like to remind such employers of Dr. Congdon's statement: "If there is ever a serious conflict of interests between student and company, the college placement officer must always recognize the students' legitimate interests as paramount."†

Economy of a Data Sheet

Some persons have questioned whether such a form would be economical or time-

*Address presented on October 20, 1952, before the Middle Atlantic Placement Officers Association, entitled "Would Uniformity of Placement Procedures Be Desired By Industry?"

†Dr. Wray H. Congdon, Dean of Students, Lehigh University, in an address presented on October 20, 1952 before the Middle Atlantic Placement Officers Association, entitled "Would Uniformity of Placement Procedures Be Desired by Students and Faculty?"

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Exhibit A—EMPLOYERS DATA SHEET

Name of Organization:	JOHN DOE COMPANY
Location:	<i>Headquarters</i> — Cleveland, Ohio. <i>Seventeen plants</i> are maintained in seven states — Massachusetts, Connecticut, New Jersey, Illinois, Pennsylvania, Ohio and Minnesota. <i>Twenty-five sales offices</i> are strategically located throughout the country.
Established:	1900 as a merger of smaller companies, the oldest founded in 1831.
Number of Employees:	32,000.
Products or Services:	Manufacture of steel, wire, and wire products, including wire rope, aerial, tramways, suspension bridge cables, electrical wires and cables, springs, cold rolled strip steel, nails, fencing, etc.
Positions For Which Our Organization Normally Employs College Graduates: (and) Degree or Course Required:	<i>Production</i> — leading to supervision. <i>Metallurgical control and development.</i> <i>Industrial Engineering.</i> <i>Engineering</i> : Mechanical, Electrical, Civil Engineers. <i>Accounting</i> : Business Administration. <i>Sales</i> : Engineering preferred. <i>Industrial Relations</i> : Engineering preferred.
Method of Training:	The graduate is placed on an apprentice program which provides a variety of experience and supervised study of all phases of operations carried on by the company. It contemplates a transfer to his chosen field in from one to two years.
Other Information:	The diversity and complexity of the steel and wire industry necessitates a highly trained personnel. To accomplish this, it has been the policy of this company for many years to add a limited number of college graduates throughout each year. This is in line with a carefully planned program of organization development which makes possible fullest adherence to the company policy of "promotion from within." Additional details regarding our organization, opportunities and training can be obtained from the literature previously sent to your college placement office.
Date Issued: January 7, 1954	Contact: Mr. John Doe, Personnel Manager 1000 Euclid Avenue Cleveland 5, Ohio

saving because of the many copies that it would be necessary to prepare on each student. By using any standard duplicating system, the graduate is assured of having the historical facts about himself presented accurately, neatly, consistently, and economically because it costs just as much to duplicate one copy as it does to duplicate a hundred copies.

Some schools use printed data sheets, some multilithed, some use the ozalid process, others are individually typed or typed on automatic typewriters. The method of duplication must be determined by the facilities available and the cost of such duplication at each school's location. The cost per student ranges from \$6.00 to \$12.00 for one hundred copies; this is less expensive than getting two dozen photographs in most cities. Some schools duplicate the data sheets for their students, while others leave it entirely up to the student. Personally, I prefer the latter, after experimenting with both approaches. Holding the graduate responsible for his own data sheet provides greater flexibility and

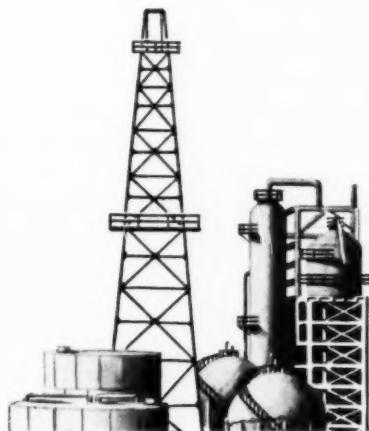
satisfaction to the graduate (within the general framework indicated in Exhibit B), relieves the placement office of a tremendous amount of clerical work, and helps impress upon the candidate that finding the *right* job with the *right* organization is primarily his own responsibility; we are there to assist him, not to make decisions for him.

Before World War II and for two years after it, I took great pride in publishing a printed book containing a photograph and a summary of the qualifications for all graduating students. The many changes occurring in college placement work since 1948 and the discussions I have had with employers, have convinced me that the most effective form to use when recommending a graduate to an employer, or when a student comes in for an interview on the campus, is a one-page, 8½" x 11" size, personnel data sheet.

How Uniform Data Sheets are Used

Although such summaries can be used in a number of ways, the principal uses are the following:

PETROLEUM



- PRODUCTION
- REFINING
- TRANSPORTATION
- MARKETING

ATLANTIC

**THE ATLANTIC REFINING CO.
PHILADELPHIA, PA.**

Exhibit B—STUDENTS DATA SHEET

DOE COLLEGE

College of Commerce

CLASS OF 1954

PHOTOGRAPH

(unless forbidden by law)

PERSONAL DATA

Name: John Doe

Address: 45 Main St., Columbus, Ohio Phone: UNiversity 2345

After June 1, 1954: 234 Smith Rd., Cleveland, Ohio Phone: VAlley 7890

Single; 6' 3"; 180 lbs.

Birth Date: October 12, 1932

Father's Occupation: Lawyer

VOCATIONAL INFORMATION

Major: Advertising

Degree: B.S. June, 1954

Scholarship: Upper Third

TYPE OF WORK DESIRED

1. Advertising

2. Public Relations

3. Sales

WORK EXPERIENCE

The John Smith Company (Advertising Agency) Research and Media Departments, four months.

The Smith Broadcasting Company Talent Promotions Department, four months.

CAMPUS AND COMMUNITY HONORS AND ACTIVITIES

1953 Homecoming General Chairman

Commerce College Council (V. Pres.)

Interfraternity Court of Justice

Council of Men's Organizations (Ex. Secy.)

Varsity Tennis Team

Student Senate

Junior Class Cabinet

Listed: 1953 Edition American

College Student Leaders

MILITARY SERVICE

Present Status: 2S

Previous Experience: None

OTHER INFORMATION

During college maintained 25% of total expenses by part-time and summer employment.

For Further Information Contact the Commerce Placement Office

1. By the Employer: Until such time as the prospective employer is sufficiently interested in the qualifications of the prospective applicant to have him fill in his own application blank, the only data he has for reference will be the data sheet.
2. By the Placement Office and Faculty: In making recommendations to prospective employers, the most convincing method of presenting qualifications is the uniform data sheet prepared by applicants. Most placement offices have neither the time nor the staff to prepare adequately the qualifications of graduates for the many inquiries received from employers.
3. By the Graduates: Each student or alumnus should attach a copy of his data sheet to each application letter sent as part of his job campaign, and should also have a copy for each interview.

Experiment This School Year

During the present school year I have eliminated *all* application blanks prior to campus interviews, and have instructed all students and alumni to bring to the interview the data sheet they have prepared. One of the most interesting comments received from this policy was the statement from numerous employers "You sure save us a lot of correspondence this way because we feel obligated to answer every application." Interviewers who do not have a standardized form for rating applicants generally record their impressions on the reverse side of the duplicated data sheet; thus they have their own opinions and the applicant's information all on one sheet of paper.

In checking personally with the approximately 300 employers who have visited our office to date this school year, *not one recruiter* said he was handicapped by using our uniform data sheet, and only *two* stated they still preferred to have their own forms filled out prior to the interview (in spite of the reasons given for our policy). The success experienced this year, and the extra time gained by students, alumni, and the placement office, convince me that this policy should be continued in my own office.

CONCLUSIONS

Everyone I know in the college placement field has need for saving time and effort. If the regional placement associations throughout the country take action to adopt the above two suggestions, I am convinced each of us will have more time to think about and take action on policies and practices which are of paramount importance to placement work.

In my opinion, it is up to the colleges through their placement associations, to take the initiative in simplifying our operating procedures. I know the employers will co-operate much more quickly and effectively than most college placement officers would anticipate. Just think of the service we would perform for employers if they could depend on receiving the same basic data about college graduates at each school they visit!



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300 Broadway **Newark, N. J.**

A quote to note!

ENGINEERING graduates total about two per hundred of the present total employment at General Motors.

"Yet, if the established pattern continues, General Motors will look for this small group to fill about 40 per cent of its future executive positions.

"With the responsibility of engineering goes the opportunity for personal advancement. Today 14 of the 37 officers have engineering backgrounds. About half of the vice presidents also started their careers as engineers, and along the line there is found in the Divisions a remarkably high percentage of engineers in positions of great responsibility — general managers, works managers, chief engineers, and plant managers."

This quotation is from a recent article by Mr. Charles A. Chayne, Vice President in charge of Engineering Staff, General Motors.

It explains why you can, in all good conscience, tell your engineering graduates that General Motors offers an unusual opportunity and a fine future for men who have what it takes.

GM NOW HAS OPENINGS IN THE FOLLOWING FIELDS

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Metallurgical Engineering
Electrical Engineering
Chemical Engineering
Industrial Engineering
Business Administration

GENERAL MOTORS CORPORATION

Personnel Staff, Detroit 2, Michigan

SOME WORDS TO THE WISE

BENJAMIN F. FAIRLESS

Chairman of the Board

United States Steel Corporation

The following is a commencement address (given at Knox College, Galesburg, Illinois, June 8, 1953, as Mr. Fairless received an honorary degree of Doctor of Laws) which, in the opinion of the Journal, deserves more than usual attention.

TO anyone who holds—as I do—a deep and abiding faith in our American way of life and in all that it stands for, there could be no prouder honor than to become an alumnus of Knox College—even by adoption.

For more than a hundred years, this college has been dedicated to the cause of human liberty and has served that cause devotedly. The courageous pioneers who came out here in 1837 to build this city and to establish this school were inspired chiefly by three things: their love of God, their hatred of slavery, and their determination that students who were able and willing to work for an advanced education should be given an opportunity to do so. And from that day on, the foremost purpose of this school has been to promote the dignity and freedom of the individual.

Surely no institution which is so firmly rooted in these basic American traditions could have failed to exert a powerful influence upon our national life; but the contribution which this comparatively small school has made to good citizenship has been out of all proportion to its size.

Its graduates have won distinction and fame in almost every conceivable field of human endeavor—in the sciences, arts and humanities; and in politics, business and industry. They have served as Supreme Court

Justices, College Presidents, Ambassadors, and members of both branches of Congress. Their names are scattered liberally throughout the pages of *Who's Who*; and I have been astonished to find that so many of my friends and associates in the world of business are graduates of this one school. Even among those who did not actually attend Knox College, moreover, there are many famous men who have been strongly influenced by the spirit and the traditions of this historic city—men like my old friend and colleague, Cliff Hood, President of the United States Steel Corporation, who was born over in Monmouth and was graduated from high school here in Galesburg.

In fact, when I think of all the important and influential positions that are now filled by people who have come from this part of Illinois, I often wonder how we boys from Ohio ever managed to get anywhere at all.

So I am very proud, indeed, to become a kind of scholastic rooster brother not only to all the distinguished men and women who have received their degrees at Knox in the past, but especially to the distinguished men and women of the future who are receiving their degrees today.

To you members of this graduating class, I want, therefore, to extend my sincere congratulations, and also to welcome you most heartily as my fellow students in another school in which you are now about to matriculate as freshmen. I refer, of course, to the School of Experience, which is more appropriately known in these surroundings, I suppose, as the *Hard Knocks* College.

After forty years of intensive study in that school, I have acquired a sufficient number of scars and bruises to be recognized as a fully accredited senior; and it is in that capacity that I have been invited to address you—the theory being, no doubt, that if I can warn you against all the mistakes that I have made in life, you will then find plenty of time to make other mistakes of your own; for it is the common misfortune of men that they must learn everything the hard way.

Now, like most other businessmen who find themselves before a captive audience, it has been my custom on these occasions in the past to unburden myself of a fire-and-brimstone speech about the virtues of free enterprise, the hazards of big government, the blessings of individual initiative or the iniquity of confiscatory taxation; but the courses of study which are offered, here at Knox, in American Civilization, Political Science, Sociology, Economics, and Business Administration have already given you a background of knowledge which has enabled you to formulate well-founded views of your own on those topics; so I find myself compelled to venture into new and less familiar fields.

Moreover, it has occurred to me that if I were fortunate enough to have among you a son or daughter of my own—and if I had only the next twenty-five minutes or so to spend with them—I certainly would not want to make a speech at all. I would just want to try to answer, if I could, some of the questions that were bothering them; and to talk with them—very simply and very honestly—about some of the problems that lie before them. And so, if you don't mind, that is what I should like to do for you on this occasion.

You are burdened, of course, with a number of special anxieties that are peculiar to this age we live in—things like war and military service, and the deadly menace of Communist aggression. You are also concerned with the perennial problems that have perplexed every graduating class in history—things like jobs and economic opportunities, and how to achieve success. My young col-

lege friends also inform me that a matter of primary interest on any campus today is still the question of marriage—just as it was back in my time.

Unfortunately, however, I have no special qualifications that entitle me to speak with any high degree of authority on the topic of marriage. I do recall that a few of my fellow students at Wooster and Ohio Northern were strongly inclined towards bachelorhood, and while they appeared to be reasonable and intelligent men in all other respects, they entertained a profound conviction that woman's place was in the other fellow's home. I therefore came prepared to take issue strongly with that subversive school of thought; but as I sat here and looked appraisingly at the young ladies of this graduating class, it occurred to me that that would not be necessary. The situation, I am sure, will take care of itself in due course, without any help or advice from me.

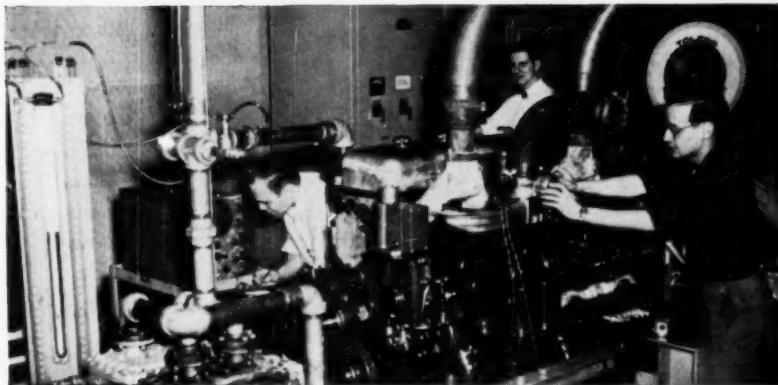
But I was very much surprised and a little shocked by a letter which I received some time ago from a young woman who described herself as a college student and who asked my advice on this question: She wanted to know whether I thought she had any right to get married and to bring children into the kind of world in which we live today. I say I was shocked because it seemed utterly incredible to me that any young, and supposedly healthy mind could become so thoroughly saturated with the pessimism of this atomic age.

Now I realize, of course, that ever since Hiroshima, there have been a great many people of all ages who are honestly convinced that this old world of ours is hell-bent on its own destruction. But I don't believe that for a minute, and neither—I am sure—do you if you stop to think about it.

You see, I happen to have a great deal of confidence in the Architect who built this world in the first place; and until it has finally fulfilled the destiny which He intended for it, I do not believe that mere mortals will ever succeed in destroying His handiwork.

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I concede, of course, that the H-bomb has its possibilities; but ever since the invention of gunpowder—some seven centuries ago—man has engaged in a prodigious and thoroughly unsuccessful effort to destroy himself; and I do not think that he is big enough, smart enough, or almighty enough to do so now in spite of all the progress he has made in his recent excursions toward atomic infinity.

In fact, I gravely doubt whether all of our most brilliant scientists, working together and using all the awful knowledge they possess, could yet devise a means of exterminating mankind from this earth, even if they wished to do so; and to those prophets of doom who will insist that I am dead wrong about this, let me simply submit this one, cold scientific fact:

Insects have survived on this earth for some 250 million years; and learned men have studied them for centuries. To date, science has classified nearly 700,000 different varieties of bugs. It has built up a vast store of knowledge concerning their habits, their characteristics, and their frailties. And each year it has produced some new and more deadly insecticide in its effort to destroy them. But up to this present hour, it has failed to exterminate *one single species* of insect life from the world around us.

So it seems to me that these vaunted powers of destruction which man is supposed to possess have been greatly exaggerated in this pessimistic age, and that his capacity for survival may have been correspondingly underestimated. If he is so puny that he cannot even prevail against the mosquito, I think we can safely assume that this dizzy old world will go spinning along for another billion years or so, while humanity goes right ahead doing business as usual on the same old merry-go-round.

I do not want, however, to beg the question. I realize—just as you do—that science has now devised means by which whole civilizations can be wiped out more quickly—and more expensively—than ever before; but

there is nothing new about that. The pages of history are strewn with the wreckage of great civilizations that have flourished and died in the past and it wasn't a hydrogen bomb that atomized the Roman Empire, or forever dimmed the glory that was Greece. The truth is, of course, that civilizations are far more likely to succumb to dry rot from within than to aggression from without.

So if it should happen that there is some member of this graduating class who finds himself oppressed by a sense of futility—if he is tempted to shrug off his long-range responsibilities and to live only for the moment—if he is prompted to deny all his dreams and hopes and plans for the future on the grounds that there may be no future—then let me say to him very simply, and very confidently, that it's an odds-on bet that he's wrong!

If you will look at the facts realistically—if you will appraise our present situation in its true perspective, denying any tendencies you may have either towards optimism or pessimism, I think you will agree that the discouraging problems which you face are by no means unique. Basically, they are the same familiar ones that have burdened many of the 107 graduating classes which have sat here before you, awaiting their diplomas. No previous generation has solved those problems, but each, in its turn, has survived them, and gone on with confidence to build the future that today is yours.

You have only to think for a moment of the students who stood on this campus ninety-five years ago and listened to Abraham Lincoln as he voiced his impassioned plea that the moral lights of human freedom might never be extinguished in our beloved land. You have only to imagine the disheartening prospect that faced those graduating classes of the early 1860's when this nation stood hopelessly divided, and was spending its blood and its treasure in a deadly civil war. Surely many of the graduates in those days must have believed, deep in their hearts, that there was no future either for themselves or for America. But they were wrong.



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And so it was in 1917 and '18, and all through World War II. Even in our own peace-loving country, the generations which have NOT had their lives disrupted by the disaster of war have been the exception rather than the rule. So those black foreboding clouds you see on the horizon have really been there all along. In my lifetime, I have seen them come and go on three occasions; but now I seem to see a ray of hope that was not there before. In fact, I am beginning to suspect that man—for all his failure to abolish war—has for centuries been moving in a kind of crab-wise fashion towards the goal of peace, even though his back was turned upon it.

Today the engines of war have become so devastating and so costly that the richest nation on earth can no longer afford even to *win* a major conflict. And since there is no hope of gain, even in victory, war has become—more than ever—an act of sheer insanity on the part of an aggressor.

Moreover, it seems to me that if we could ask every man and woman, in every country on this earth, what one thing they wish above all others, the almost universal answer to that question would be: "Peace!" Yes, even in Russia and in China, I feel sure that the people themselves have an abiding hatred of war and all its works; and when all the people of the world are hungering for peace, working for peace and praying for peace, I do not believe that any group of dictators—however ruthless they may be—can defy this overwhelming will for peace much longer.

I do not suggest, of course, that a real and lasting peace, which is firmly founded in the brotherhood of man, is "just around the corner." I could hardly hope to see it in my lifetime; nor will it come, perhaps, in yours. But I *do* suggest that we may be moving rapidly towards what may be described, at least, as an absence of war—a kind of tense and nerve-wracking state of armed neutrality in which the physical security that we shall gain may be offset in part by the mental anguish we shall suffer. But still, it will be a whole lot better than war, even though we may have

to go on for a number of years wasting our precious national resources on the weapons of war, and training our youth in the arts of war.

And so, by a much more lengthy route than I had intended to pursue, we come to a question which is probably uppermost in the minds of about eighty per cent of you men who are being graduated—the question of military service.

Judging by talks I have had with many young men who face this prospect, there are probably quite a few of you who feel that the time you spend in the service will be just so many years wasted out of your lives—that when you get out, you will be lagging far behind those of your classmates who were lucky enough to escape the beckoning finger of their Uncle Sam; and you are wondering how—and whether—you will ever be able to catch up with them in your chosen profession or business.

Well, looking at it from a purely business point of view, let me say very frankly that while military service is not the kind of opportunity that you might have chosen voluntarily under other circumstances, and while it is not exactly the kind that I would choose for you, nevertheless it *is* an opportunity and if you make the most of it, you may reasonably expect, I believe, to have a definite advantage over your civilian friends in three respects at least:

One of the most difficult and important things which all of us have to learn in life is how to accept and exercise authority—and it is far more difficult to exercise authority than to accept it. Some men can command, at best, only sullen obedience from their subordinates, while others can enlist enthusiastic cooperation from them. Which type of man you become may well determine your success or failure in almost any branch of economic endeavor you may choose in later life; and nowhere, I think, will you find a greater opportunity to distinguish between the use and the misuse of authority than in military life.

Nor is there any other field in which you can learn so quickly and so thoroughly the

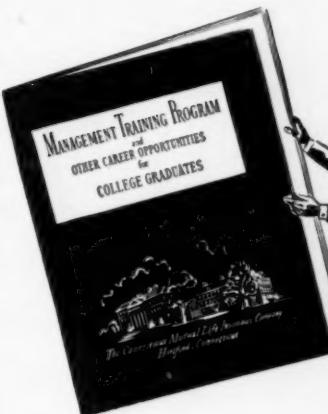
real meaning of teamwork. When your very life may depend upon the way in which the men around you do their jobs and measure up to their responsibilities, and when you know that their lives also depend on the way you carry out your own particular assignment, you will realize as never before that in any successful enterprise, men must work in harmony and unison; and that no man can hope to "go it entirely alone" no matter how brilliant or capable he may be.

But perhaps the greatest advantage of all is to be found in the opportunity that you will have to study and appraise your fellow men. In any branch of the service you may enter, you will live more closely with the men around you than ever again in your lives. You will see them on duty and off duty, at all hours of the day and in all their different moods. You will come to know intimately their individual qualifications—their virtues and their faults, their strength and their weaknesses. You will be able to judge with great accuracy just how far you can rely upon them and under what circumstances—whether they think quickly or slowly, whether they are dependable in a crisis, and whether they can accept responsibility.

To those of you who expect to occupy any kind of an executive position in civilian life, this ability to judge correctly the individual capacities of the men around you will be the greatest asset at your command; for the successful executive must be able, above all else, to delegate authority wisely.

So if you will take full advantage of these three great opportunities which military service offers you—if you learn to accept and exercise authority, to build an effective team, and to judge correctly the individual capacities of your fellow men—you will have gained, in the space of a few months, executive qualifications that many men in civilian life fail to acquire in the course of their entire careers.

Your civilian friends, on the other hand, will have an edge on you in certain respects. They will have gained a degree of seniority in



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their chosen fields and a working knowledge of jobs that will be new to you; but all other things being equal, I would say—on the basis of my own personal knowledge and experience in the world of business and industry—that the over-all advantage will probably lie with you in the long run. And if you will question—as I have—some of the men who have returned from military service, I think that many of them will tell you honestly that the experience was invaluable to them in their civilian occupation, and that they do not feel that their lives in that service were wasted.

So while opportunity in this case may have thrust itself upon you uninvited and without even bothering to knock, I hope and believe that it will pay off for you in the end.

But the one question that has always topped all others, I suppose, in the mind of every college graduate in any age, is the question of his economic future. You know that from here on out, you are strictly on your own—that you must make your own decisions and accept the consequences of your mistakes—that you must somehow provide for the support and security, not only of yourselves, but of the families you will establish; and that you must bear your share of the responsibility for the well-being of the new generations that will follow yours.

And under almost any circumstances, that is often a difficult and disturbing transition to make; but in your case there is no reason in the world why it should be, for the class of 1953, from a strictly economic point of view, is unquestionably the most fortunate class in history. In fact—as some unkind cynic has put it—you can hardly look anywhere for work these days without running the risk of finding it!

No, economic survival is no grave problem in America today; and with every passing year the opportunities for individual success are increasing enormously. In my lifetime, I have seen the birth of the automobile, the invention of the airplane, the development of chemical synthetics and plastics, the miracle of electronics and the dawn of the atomic

age with all the infinite promise it holds for the future welfare of man.

And still science rushes on, crossing one new frontier after another, and finding, beyond each one, a whole unexplored wilderness of opportunity. In fact, if I may paraphrase a much overworked quotation, I should say that never before has man discovered so much about which he knows so little!

Truly this is an age of progress unlimited, nor is the promise of this age confined by any means to the fields of science, business and industry. In the field of creative arts, our poets, playwrights, authors and commercial artists can hardly keep pace with the insatiable demands which are being made upon them by the hungry presses, microphones, and television cameras of our modern age. And as for the professions—well, someone has estimated that more than 30 million laws have been enacted since the days of Moses, and while it may be true that none of these statutes has improved perceptibly upon the Ten Commandments and the Golden Rule, they have certainly created enough confusion to provide for the future growth of the legal profession for many centuries to come.

And finally, of course, one of the greatest triumphs of all has been the complete economic emancipation of women here in America; and today there is hardly any field of endeavor or enterprise which is not open to both sexes competitively.

So let me sum it all up in a few simple words, if I can.

Today you are starting out on a life of your own—to stand on your own feet and to make your own place in the world.

You are equipped with the finest education that any generation in history has ever obtained. Before you lies the most unlimited field of opportunity that any group of graduates has ever explored. And you face no single problem that has not been met and surmounted by many of the classes that preceded you. The world is your oyster. The going won't always be easy, of course, but it

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will never be nearly as tough as you think that it's likely to be.

You have experienced disappointment, failure and—probably—defeat; and you will undoubtedly do so again. But you have also tasted victory and you know and understand the true joy of achievement; for today you are a success!

You have accomplished that which you sought to do. You have reached the first great goal that you set for yourself. And that is all in the world that there is to success in any undertaking. It doesn't mean wealth, or power, or fame; nor is it—in itself—a guarantee of happiness. It merely means reaching whatever goal you may have decided to aim for.

You have done it once; and you'll do it again and again.

But if you would seek something more than success—if you wish to find a rich and rewarding happiness in life—then there are three little words of counsel that I would like to submit for your thoughtful consideration:

First, that the impatience of youth is a wonderful thing in its place; but that blind haste will lead you only to misfortune. Don't try to start at the top; and don't be too eager to make a fast buck. For the next forty years or so, you are going to have to spend about one-third of every working day at your job; and unless you pick the right job—one in which you find real pleasure and satisfaction—you will have wasted half your waking life by the time you die.

If you find real joy in your work, you can hardly fail to succeed at it; but if it is only a dull, reluctant grind to you, you can scarcely hope to be more than a discontented plodder all your life.

So if the career which you have selected for yourself should turn out to be the wrong one for you, have the honesty to face up to that fact, and the courage to make a change while you still have time; for adventure is a luxury which youth can afford, while old age is chained to security.

Second, you should have something worth working for; because fame and fortune, and even the crowning satisfaction of a job well done, can be empty of reward unless there is someone, somewhere, with whom you can share the enjoyment of your triumphs.

And finally, I think, you will find as you grow older that success for yourself, and security for your family were not enough; for the real measure of happiness lies in the contribution which you will make to the welfare and the progress of your fellow men. And if, as you near the end of your working life and look back along the road you have traveled—if you can say to yourself honestly that you have helped to make this world a better one than that into which you were born, then indeed you will have found the greatest happiness that any soul can hope to achieve on this side of the Great Divide.

So I congratulate you members of this graduating class. And more than that I envy you with all my heart. I wish that I might be here to marvel at all of the things that you will do and see, and that will come to seem so commonplace to you. I wish that I might look on as you meet and solve the weighty problems that confront you. I wish, in short, that I might share your future whatever it may be, for it seems to me no generation before you has ever faced such a challenging adventure as the one which now awaits you; and unless you manage to wreck civilization completely, you can hardly fail to lift it to the greatest heights that man has ever known. And personally, I'd rather like to hang around for the next fifty years or so and see how it all turns out.

But so far as these ceremonies are concerned, I have already hung around long enough. The time has come for me to step aside and speed you on your way, as you go forth to build your future.

Go with hope, with confidence, and with humility. Go with determination, and with purpose. Go with faith in yourselves and in your fellow men. And above all, go with God!

some facts about Monsanto

Q. *What is Monsanto?*

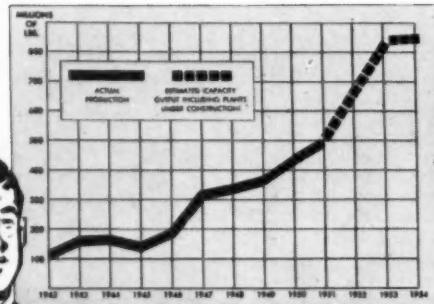
A. A world-wide chemical company of 20,000 people. With headquarters in St. Louis, Monsanto operates manufacturing divisions in the U. S., with plants, laboratories and sales offices from coast to coast. Monsanto Overseas has branches or affiliates in 11 countries, representatives in 70 more. Sales in 1953 were 28% higher than in 1952. Monsanto ranks sixth in size among companies in the chemical industry.

Q. *What does Monsanto make today?*

A. More than 400 chemicals for industry and the consumer. Among them: detergents, acrylic fibers, soap and food phosphates, pharmaceuticals, agricultural and rubber chemicals, glues, coatings, plasticizers, resins, garden and textile chemicals, petroleum additives, hydraulic fluids, soil conditioners, wood preservatives. Monsanto is also the first American company to manufacture all of the 6 major plastics: styrene, phenolics, cellulosics, vinyls, amino plasts and polyethylene.



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IN the light of the extreme importance of property and casualty insurance to the American economy and our own daily lives, it is startling but none the less true that many college students and even faculty members know very little about what the business is and what it does, or realize that it has its professional aspects and offers very worthwhile and remunerative careers. Far too prevalent is the conception that insurance is a matter of doorbell ringing by highly extroverted "persistent Petes" who plague us to buy policies we neither need nor want.

To get a true picture of property and casualty insurance, we should take a flight in an airplane, itself a subject matter for insurance and with many complications at that. Below us we would see people, automobiles, homes, farms, business buildings, churches, schools, bridges, tunnels, ships, and sealing wax. All these require insurance protection in one form or another. Literally, the whole wide world is the frontier for the professional property-casualty insurance man. So broad and complex is the entire business that it must utilize the services of doctor, lawyer, merchant, and chief. So vital is it to the welfare of our citizens that it is subject to close supervision by state legislation so that it may function in the policyholders' interest and in a professional manner.

The elimination of property-casualty insurance from business and personal lives would be as catastrophic to this country as an atomic invasion by a communist country and the results would be the same—drastic lowering of our standard of living and the virtual end of private ownership of property and other possessions.

The insurance industry not only provides financial protection against the risk of loss; it is concerned primarily with the prevention of loss. The Underwriters' Laboratories, for example, carry on constant and extensive research to discover the fire potential of appliances we use every day of our lives. The UL seal of approval is a mark we all look for when we buy heaters, irons, radios, television sets, and so on. Fire prevention and safety engineers are always on the look-out for ways and means to prevent or minimize chances of loss from the host of perils which surround us daily. All this research has developed methods for avoiding disaster from fire, the perils of the seas and other natural forces, as well as such man-made contingencies as accidents, criminal acts, negligence, and other hazards. Yet how often do we think of insurance as an opportunity for a career in research or engineering?

When methods of prevention fail or have been overlooked, insurance goes to work to indemnify those who have suffered loss. Fire

and marine loss men and casualty claim men enjoy most interesting and satisfying careers as they see at first hand the economic rescue work performed by insurance. They participate in the revival of businesses and the rehabilitation of families. They go to bed at night happy in the realization that they have made a vital contribution to the stability of our economy and the welfare of human beings. Far from being "Pesky Petes" these men are welcome friends in time of disaster.

Insurance Rebuilds a City

On April 16, 1947, Texas City was rocked by a series of disastrous explosions beginning on the S. S. Grandcamp from which ammonium nitrate was being unloaded. As the fire spread from ship to ship and to the Monsanto Chemical Works, the city was as thoroughly destroyed as Hiroshima or Nagasaki. Had we flown over a day or two later we would have been convinced that here was a ghost city for the future, and well it might have been but for insurance. Industry was destroyed, homes were gone, damaged autos were piled on top of each other, people had been injured and many died. The nation was shocked.

As word of the disaster went out over telephone and telegraph lines, all the resources of the insurance industry sprang into action. Nearly \$70,000,000 of damage had been done, of which over \$50,000,000 was insured.

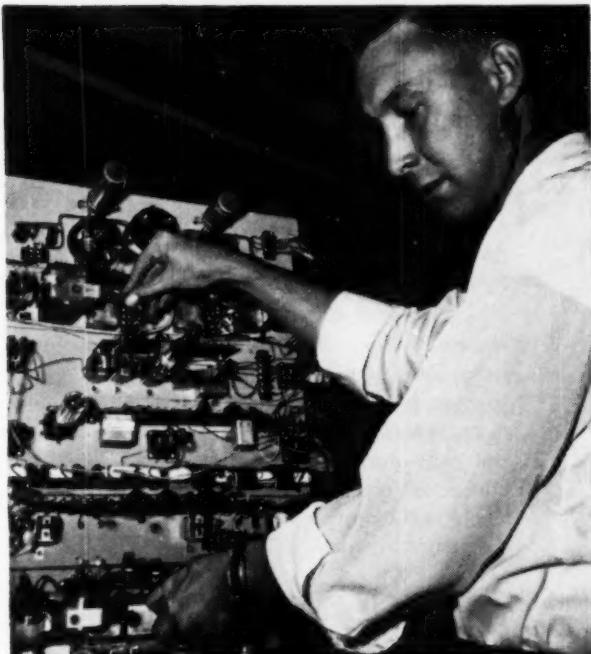
The agents who had sold the insurance in the first place began to search their records for clients who might have been affected. Many people are inclined to overlook or forget the fact that agents are more than mere salesmen and indeed are the insureds' friends in court when losses occur. True, before the law, agents are representatives of the companies with whom they have placed the insurance; but in addition they are friends of the insureds and have a very professional interest in their welfare. Like doctors, they are on call at any hour of the day or night when their clients suffer severe loss.

Very shortly after the alarm, fieldmen representing insurance companies arrived on the scene to give assistance to agents and make reports to their companies. These fieldmen, more commonly known as special agents, are the liaison between their companies and the agents and insureds in given territories. They not only stimulate the sales of agents on behalf of the companies they represent, but also are salaried technicians who keep agents up to date on new developments in the business and render assistance in the handling of complex coverages. They are men who enjoy broad responsibilities and happily combine technical know-how with a sales temperament. They travel widely and enjoy a truly professional and administrative prestige.

As soon as it was determined that the Texas City explosions and fire were of catastrophic proportion, the National Board of Fire Underwriters in New York City set in motion its disaster plan for handling loss adjustment procedures. A local office was set up through which all claims were cleared. Adjusters converged from all over the United States. Their efforts were carefully coordinated with those of the local agents, special agents and their special associations. Salvage experts worked right along with these men, all determined to help those in distress by prompt and fair settlements of loss.

Back in the Home Offices of the various insurance companies, underwriters were busy estimating and setting up reserves for losses based on reports from company men at the scene of the disaster. These underwriters were the men who originally developed the policies and set the contract terms and conditions. They were naturally concerned about the effect of loss payments on their loss ratios and carefully studied reports of the disaster to learn whether or not their underwriting judgment had been sound, and the contracts so drawn as to do justice to both company and insureds. These are the type of men who know they are in business to pay losses and are just as concerned if they are *not* playing a part in a catastrophe as if they are. They

A CAMPUS-TO-CAREER CASE HISTORY



Bob Wilson uses a "breadboard" circuit, studying the electrical properties of a carrier system.

"My first assignment at Bell Labs"

Fresh out of school, Bob Wilson, '53, was put to work on a Transistor project at Bell Laboratories. He explains why he never had time to be awed.

(Reading time: 39 seconds)

In some ways it was hard to believe. I had received my B.E.E. at the University of Delaware in June, 1953, and a week later I was working in the world-famous Bell Laboratories.

"But I didn't have time to be awed because they put me right to work. They gave me responsibility fast.

"My group was working on the experimental application of transistors to carrier systems. My assignment was the electrical design of a variolosser for the compressor and for the expandor to be located in the terminals.

"The supervision I received and the equipment I had were tops. I quickly discovered that I had to rely on my ingenuity as much as on the college courses I had taken. Per-

haps that's one reason for the great new discoveries continually turned out by the Labs.

"Now I'm in the Communication Development Training Program, continuing my technical education and learning what all the Laboratories sections do and how their work is integrated.

"In a year I'll be back working with the group with which I started."

* * *

Assuming responsibility fast is a common experience among the engineering, physical science, arts and social science, and business administration graduates who join the Bell System. Bob Wilson went with Bell Laboratories. There also are job opportunities with the operating telephone companies, Western Electric and Sandia Corporation.



BELL TELEPHONE SYSTEM

are men of creative and analytical temperament who have developed a high degree of judgment over the years. Theirs is a challenging occupation wherein the needs of the insurance public are always under study. With the aid of statistics, these men help to develop rates, producing premiums which are adequate for the company's solvency and not unfairly discriminatory to the individual insureds. They have so anticipated catastrophes that each policy is soundly backed with the ability to pay.

As the settled loss drafts came in to the companies, expert statisticians and accountants, aided by the most modern mechanical equipment, began recording the figures which eventually were to reveal the extent of the disbursements of the companies and the important statistical facts upon which future underwriting judgments would be based.

As the story of Texas City unfolded, the advertising and public relations departments watched for opportunities to impress upon the insuring public the real need for protection from the many hazards of living and doing business. Until a loss occurs insurance is merely a contract on paper, but thereafter John Q. Public really can see the need and worth of this great public service.

Back of the men who perform so well are the personnel departments that hired them and take care of their business welfare, as well as the education departments which helped them to acquire the necessary skills. There are the comptrollers' departments and the treasurers' departments whose job it is to see that managements' policies are followed out efficiently. The legal department stands ready to advise management on corporate problems. In fact there are a great many service departments that go to make up the efficient team which is a property and casualty company.

Today, seven years later, unless he looked hard and with expert eye, the visitor to Texas City would never know that such a horrible disaster ever took place. With the aid of insurance, Texas City has staged a magnificent comeback. Yes, Texas City has come back

to the point where it is even larger, more thriving, and industrious than ever before, a very tangible tribute to property and casualty insurance. True, there were some who went out of business and even people who irreversibly lost valuable possessions; but they were the few, and fortunately they were few, who lacked the foresight to utilize the protective facilities of insurance.

Career Opportunities

Aside from offering great service to the insuring public, the insurance industry has a great deal to offer the young man who elects to launch his career therein. When a young man enters the property-casualty phase, he not only goes into business, but he also becomes involved with all kinds of business. Such variety presents not only challenge but the stimulus of vital interest. Whether he becomes an agent, a field representative, or an underwriter, the young man must know not only his insurance coverages but, of even greater importance, the insurance needs of the public as evidenced by type of business and occupation. An underwriter becomes a student of our economy. As the textile industry shifts from New England to the South, underwriting judgment reflects the change in each area. As the coaxial cable for television worms its way across the continent, the underwriter finds it more prudent to concentrate his insurances upon theaters which by location and type of entertainment are least affected by the competition of television. He learns by training and experience that the vast majority of business men are honest; but he also knows that if a business hits hard times housekeeping and maintenance are neglected. Perhaps even watchmen are discarded. Chances of loss by fire or some other peril are increased. "Hope Hazard" comes into the picture. The management of a failing business would not resort to arson, but it would be a happy circumstance if they could "sell" the business to an insurance company by way of a "lucky" fire or some similar source of damage and destruction. This is a rather crude and simple example of the



These are good jobs . . .

Young engineers who select careers in the petroleum industry have opportunities for professional progress. They have the usual assurances of job security and better-than-average insurance and retirement benefits. The pay is good.

But jobs in the oil industry are *good* jobs for more than tangible reasons. The intangible returns are as high, or higher.

Working for an oil company is important work. The petroleum industry supplies about 60 per cent of the nation's energy requirements; and the continued discovery and development of oil reserves in the U. S. is vital to national defense.

Most of the managers of today's oil companies grew up in the industry, and some of the finest scientific brains of the country have developed in oil industry research laboratories.

The industry values and recognizes a man's willingness to accept responsibility and his ability to discharge it. Management welcomes new ideas, a fresh approach, creative thinking.

... Yes, jobs in the petroleum industry are *good* jobs. Oil company engineers and scientists are not only well paid; their work is useful, important, completely satisfying to every man's desire to follow his personal bent.



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interplay between insurance and local economic conditions, but it should serve to illustrate the great variety and challenge presented by an insurance career.

Property-casualty is a growth industry. The investing public has come to realize this. What is profitable to the stockholder is also opportunity for the young career man. Greater and greater premium volume means more and more people to service it. More people spells the need for more men capable of leading and directing them. For example, the company I represent has quadrupled its premium volume in only a decade and more than doubled the number of its employees. Throughout the organization it has been necessary to bring bright young men along rapidly to assume positions of leadership. As a matter of fact, so great has been and will be the need for leaders that we have been unable to leave to experience alone the task of getting them ready. Experience is a slow teacher, and we have been forced to bring very carefully planned training programs to her aid so that the right men may be ready with the requisite insurance, business, and leadership skills at the time they are needed. The better insurance companies conduct very intensive and extensive schools for this purpose. Seldom in any business do you find anything to compare with them.

Opportunity is good, but stability of opportunity is better! Such is the complexity of the property-casualty insurance business that formal training is lengthy and expensive. This means that the successful young man has great sums of money invested in him. In time of economic recession the insurance company, even if it wanted to, could ill-afford to let him go; he would be too costly to replace when business picked up! But the nature of the business does not make this a real problem. Premiums are paid in advance for service (loss payment, etc.) to be rendered in the future. In other words there is no problem of inventory. When the order is in hand, then the business is processed, not before. This gives the business a stability peculiar unto itself, and this is still further

increased by the statutory accounting system which ties up vast sums in reserve which can accrue to offset a loss or even show a profit when general economic conditions are slack. Many insurance company employees enjoy an unusually high standard of living, and a big reason is that in hard times they are in a position to buy their homes and make investments when others are forced to sell. Of course, it is true that in inflated periods general salary levels in property-casualty insurance do not keep pace with those of the more volatile industries. It is comforting to know, however, that as long as we *do* a job, we have a job. Moreover, considering the fact that under the type of tax structure we have come to endure in this country of recent years Uncle Sam takes a big slice in the fat years and returns nothing in the lean, insurance company salaries in the net over a fifteen year period will compare most favorably with those of any industry.

In addition to opportunity with stability, the property-casualty insurance business offers such a wide variety of jobs that it can be said that there is one for almost every type of person. Positions vary from the most simple and routine to the very technical and complex. There is opportunity for the entrepreneur to build his own business, and there is the haven and challenge of the large corporation. There are little puddles and big puddles for frogs of any size. Earnings range from those that offer only a comfortable living to those that provide all the luxuries this country has to offer. But, and this is most important, regardless of the type of job or the size of income, to all who participate comes the sense of doing the worthwhile and rendering genuine service to humanity.

Insurance is a sociable business. It is a business of people, by people, and for people. There is a contagious friendliness in the business along with an enthusiasm which causes insurance men to talk "shop" as much as do aviators. This "hangar flying" is interesting because it touches upon all the facets of our daily living both personal and business. It is a close-knit fraternity for which the handshake is human interest.

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HOW TO CONDUCT AN INTERVIEW

PAUL W. BOYNTON
Supervisor of Employment
Socony-Vacuum Oil Co., Inc.
New York, N. Y.

The following is the second of two articles by Mr. Boynton on the initial phase of the recruiting job. The first, "Purposes of the Interview", appeared in the March issue.

THE interview is a free exchange of information, based on good will, and predicated on a desire to find the person best suited for a particular job. It is small help to the new interviewer to tell him that his best instructor in the technique of interviewing is an analysis of his own experience, and that he will learn best by doing. As a matter of fact, that is not necessarily true. A man may conduct interviews for many years and at the end of that time merely have perfected his blunders. Unless he is constantly analyzing his own technique, correcting his method, increasing his knowledge and understanding of human beings, there is no particular reason why he should improve.

There are any number of books that do everything from laying down the basic principles to formulating step-by-step procedures, and yet an overwhelmingly large proportion of interviews are still inept and blundering.

They result in antagonism, frustration, and the gathering of a hopeless lot of misinformation. What goes wrong with these interviews? Let us go back to that definition: The interview is a free exchange of information, based on good will, and predicated on a desire to find the person best suited for a particular job. This means that the applicant is in a frame of mind to talk openly and frankly, that an initial rapport between interviewer and applicant is established, and that the interviewer so directs his questions as to obtain a full picture of the personality and ability of the applicant.

Types of Interviews

All this seems simple enough, but what, in too many cases, actually happens? To begin with, we have the cursory interview. The interviewer stands at a railing with the applicant on the other side. After a brief glance at the applicant, the interviewer asks a series of routine questions: the man's age, experience, and so forth, none of them designed to bring out any information about the man as

a human being. This sort of interview gives the applicant a feeling of humiliation, futility, and loss of identity. It brings the interviewer nothing of any value whatsoever.

Next, there is the standardized interview. This one has a rigid formula which it follows with each applicant. The same questions are asked, the same routine is followed in all cases. The standardized interview overlooks the fact that the applicant is an individual, with his own personal characteristics. It takes no account of the fact that one man is garrulous and the next is inarticulate; that one man is self-confident and another is shy; that one will respond eagerly to a certain question at which another will balk.

The standardized interview is a Procrustean bed and the interviewer has to slice the applicant to fit it because the interview itself is designed to fit an abstraction—the average man—and not the particular human being who is before the interviewer. It takes no account of special situations, it makes no allowances for the exception. Come flood and storm, it has to follow its own undeviating course. In this writer's opinion, the standardized interview is doomed to failure because it is based on the absurd premise that all people react in the same way.

Next we have the chatty interview. This is a pleasant conversation in which, as a rule, the interviewer really lets himself go and has a good time talking about all sorts of matters. Both applicant and employment man—particularly the latter—enjoy themselves. The trouble with this one is that any undirected interview is bound to end without acquiring the specific information that should have been its goal.

Then there is the taciturn interview. Here the interviewer sits back, barely opens his mouth, and throws the whole weight of the interview upon the applicant. His attitude is simply, "You are here to get yourself a job. All right convince me." For the applicant, this is probably the most difficult of all types of interviews. Unless he is a born salesman, he does not know, without competent direction, how to bring out his own best points. Here again the purpose of the interview is

lost to sight in its technique. It is impossible, by this means, for the interviewer to get a full picture of his man.

Another type of interview that occurs far too frequently is the third degree. Here the applicant is placed so that he faces a strong light and questions are hammered at him in a "go on and trip yourself up over that one" manner that is likely to drive the harassed applicant into gibbering insanity. The third degree may have its points, though this writer cannot see them, but its net result, as a whole, is to arouse antagonism and to produce little telling information. A man can be persuaded to talk but he can rarely be bludgeoned into it.

A competent interview takes the form of a conversation, not of a questionnaire. True, the interviewer must ask questions in order to obtain the information he needs, but this should be done by a tactful direction of the conversation rather than the posing of a long list of questions. Conversation gives a man scope to express and reveal himself. When he answers a specific question he is necessarily limited. No man's creative abilities can be indicated by the rigid question-and-answer method.

F. Alexander Magoun, in a dynamic and hard-hitting piece on "The Selection of Men with Creative Ability," published in *Mechanical Engineering*, made this point tellingly. "Some employers," he wrote, "proceed as though they were from the district attorney's office, determined to discover something on a fine morning by a bit of trickery or threatened violence perpetrated on a frantic, cornered individual. The police interview on one theory, the 'psychoanalyst' on the exact opposite. Which comes closer to an understanding of the truth?"

"No one ever does a good job of interviewing unless he has succeeded in putting the applicant in a frame of mind that brings out his best qualities. This is not to be done by what Elliott D. Smith calls 'the impertinence of irrelevant conversation.' "

Much of today's interviewing is conducted along the lines described above. The result is the accumulation of a mass of information

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- ★ By means of a carefully selected sequence of assignments, the newcomer acquires a perspective of the many different phases of research and engineering activity at Philco, and so determines the type of work best suited to his own individual aptitudes and interests.
- ★ The program is under the direction of a Committee made up of key technical staff members of all departments of research and engineering.
- ★ The Committee meets monthly throughout the year to study and evaluate reports from both trainee and supervisor, to make appropriate recommendations regarding his future activity and, ultimately, the permanent assignment of the young engineer.
- ★ Additional information concerning the orientation and training program and the placement of engineering graduates can be secured from our recruiting representatives or directly from

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that is irrelevant, incompetent, and immaterial. How, then, should the interview be conducted?

Procedure

One: It should open by putting the applicant at his ease so that he will talk freely and be at his best. Two: It should proceed by a directed conversation with a goal first of getting a key to the man's field of interests and his personality, and second of finding out his qualifications for a particular job. Three: It must be guided by questions so intelligently phrased that they can get at the heart of the truth without being leading, misleading or confusing.

The interview opens simply enough by shaking hands, perhaps offering the man a cigarette, and asking him to sit down. He is given a comfortable chair, not placed at a lower angle than the interviewer's, and not in a strong light. The atmosphere is one of friendliness without attempting to be unduly hearty. The applicant is met as a friend, not as a long-lost brother. He is made welcome but not treated as the eagerly awaited guest. He receives a pleasant but not too effusive greeting.

If he is nervous, and he usually is, time is allowed to give him a chance to pull himself together. The most natural way to do that is to pick up his application and say, "Do you mind if I look at this for a moment?"

The application record, properly used, can be of great help to the employment man. It sometimes gives him a key to the range of the applicant's interests or leads to the initial comment which is designed to put him at ease. Any neutral, casual comment will do to open the interview. Perhaps it is a comment on the weather: "This is a fine day for golf" or "Too bad we can't go fishing on a morning like this."

You may light on one of the man's hobbies or fields of interest at once and a barrier is broken down. Or you may mention an incident that was printed in the morning paper or something odd that has just happened in the building. All the time, of course, you are seeking for light on the man himself, observ-

ing the way he answers, the kind of response he makes. Does he look interested? Does he answer intelligently? Does he wait sullenly or with apprehension or with indifference for you to get to the point?

Before you reach the heart of the interview, however, the man must be at ease. Only when he is interested and relaxed will he begin to volunteer information. If your initial comments have given you no key to him, turn back to the application.

"I see you come from Cleveland. That's my home town." Or, "So you were born in Oregon. I was out there a few months ago. In Portland. I stayed at the—what's the name of that hotel?"

In a moment the applicant has forgotten himself and is trying to help you to get the answer to your own question. Perhaps he tells you the part of town in which he lived and some autobiographical material comes out. Here is a natural place to find out what his father's business was and where, and something about his childhood. This develops as part of a directed conversation and not as a routine question, and therefore response will be more natural and probably more revealing than if you go at it in a more standardized way.

The order in which you get your information is unimportant. The interview must remain flexible so that it can develop in accordance with the man's own personality and the bridge of interests that you are able to build to him. You have already begun to sketch in something of his background. Unless he is a self-starter and can go on from there, you go back to the application.

"I see that you worked for So-and-so. I've heard of that outfit. What do you think of them?" And a lot of applicants give themselves away right there. "Oh, they were awful," they answer promptly. "I couldn't stand them."

The interviewer must never lose sight of the purpose of the interview. His conversation must constantly be directed to evaluating the man and his experience in so far as it is related to the job. He must be alert not only in phrasing his own questions but in analyzing



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ing the replies he receives. The applicant's answer to one question may open up an entirely unforeseen field of questioning. There is nothing more exasperating than to recall, after an applicant has gone, a certain statement which he made. Why, you ask yourself, didn't I realize that was significant? Why didn't I ask him more about it?

Do not write down the answers to your questions. That puts him on guard. The written word has a permanent look about it which is likely to make the applicant more cautious and restrained in his replies. Remember what he tells you and write it down afterwards, not in his presence. This applies even to such routine matters as the name of his last employer.

The written answer is as bad for the interviewer as it is for the interviewee, because an applicant's whole answer cannot be summed up in the actual words he uses. The interviewer must analyze those words. In some cases they may be completely true, in some cases false, in others they may be half-truths. The applicant may still be nervous and ill at ease. He may make the answer that he thinks is expected of him. He may have misunderstood your question. He may, because of the pressure of the ordeal of the interview itself, answer in a way that is not true of him. It is not enough to note the answer; you must figure out for yourself how true that answer is and what its real significance may be.

Word Questions Carefully

It is not always the fault of an applicant if his answer is misleading. Proper questioning is an art in itself. You cannot expect a true answer to a question that is not true. Analyze the phrasing of your questions, not only during the course of the interview, but in your whole range of dealing with people, at home, in social groups. If you find that you have to repeat your question to get the right answer and the other person exclaims, "Oh, I thought you meant—" you have phrased the original question badly.

Say what you mean and mean what you say. "Is your question clear?" If the appli-

cant is confused as to your meaning he cannot give you a satisfactory reply.

It requires only a few minutes of conversation to give you a key to the man's education and the range of his vocabulary. Be careful to use words whose meanings are clear to him.

Walter VanDyke Bingham and Bruce Victor Moore in *How to Interview* warn the employment man: "Ask questions at first that are not likely to cause refusal to answer or to provoke any form of negativism. Begin with questions that the interviewee can and is willing to answer . . . Risk questions that may arouse resentment only as a last resort."

Just as it is comparatively easy, by the use of tact and common sense, to establish an atmosphere of good will, so it is easy to stir antagonism, and once the wall of antagonism has been raised it is no easy job to break it down again. The man who will balk at a certain question early in an interview will, if he has been put in the right mood, answer it willingly later.

One way to estimate a man's cooperativeness and his ability to get along with other people is to find out, as well as you can, how he co-operated on his last job. If you ask "Why did you leave your last job?" the answer is likely to be unreliable. Occasionally the applicant will say bluntly, "I couldn't get along with the boss." As a rule, his answer will be vague and not to the point.

One interviewer discovered that the most effective way of phrasing this question was to say, "I see you worked for the Blank Company. Tell me, how did you feel about that job?" That question will bring most enlightening answers.

Another question that must be asked, sooner or later, is, "Why do you want to work for this company?" Even if the answer has been well thought out, check it by asking where else he has been looking for work. If he has gone to companies which are far afield from your own, it is obvious that his interest is a bluff.

Bluff of one form and another is not always easy to detect. A good bluffer can

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fool the employment man time after time. Only with experience can one learn to detect the signs of the bluffer.

As you study his application, look for an unexplained break in the work record. Sometimes there is a perfectly good reason for this. Sometimes not. Ask him, "Where were you at this time?" If he is honest, he will tell you at once. If he is bluffing, he will falter for a second, even if he comes up with a good answer. But that moment of hesitation should put you on your guard.

Often, too, he will attempt to bluff about his training and experience. This is the place where it is useful for the interviewer to know more than the mere written requirements for the job. If he has had practical experience in it himself he will be able to detect at once whether the man knows what he is talking about.

Get the Complete Picture

And it must be stressed once more at this point that information in itself is not the goal of the interview. The goal is a complete picture of the applicant. His answers must constantly be weighed as they throw more and more light on him as a personality. And the quality of answer you get depends on the way you phrase your question.

1. Make sure that the meaning of your question is perfectly clear.

2. Make sure that it is not phrased in such a manner as to suggest the reply.

The following questions are all loaded and the answers will not bring you the information you want:

(a) You have no objection to working under a woman supervisor, I suppose?

(b) Wouldn't you like to try this particular kind of work?

(c) Would you like to work for this company?

Whenever you can avoid it, do not ask questions that require a yes or no answer. It is on the fullness of the reply, on the corroborative details, that the interviewer depends for his insight into the man.

If you ask, "What was your last job?" you get a less illuminating reply than if you

ask, "What exactly did you do on your last job?"

Here, in my opinion, is a sound general, step-by-step procedure for interviewing college applicants:

1. Any kind of greeting to put the applicant at ease, without embarrassment or restraint. This is best done by starting conversation on the most obvious incident of common interest, regardless of its importance. It may be the weather, an approaching ball game, a newspaper article, an unusual name, or some incident which has just happened in the building.

2. Get a running picture of his life, motives, and objectives as far back as he can recollect up to the present time, but not too vivid a picture of all the details.

3. This may be brought out by discussing the following subjects, though obviously each of these will not be discussed with each man—for lack of time if for no other reason. However, there is a logical sequence to the subjects suggested below:

A. What influenced you to get a college education?

- (a) Real purpose
- (b) Incidental
- (c) Family influence

B. Why did you decide upon the course you took?

- (a) Was it your decision or circumstances?

C. Why did you select this school?

- (a) Studied catalogue or record
- (b) Chance acquaintance
- (c) Family influence

D. Boyhood interests in mechanical things.

- (a) Amusement
- (b) Investigation
- (c) Construction

E. Boyhood commercial adventures.

- (a) Clerk
- (b) Newspapers
- (c) Own enterprise
- (d) Farm
- (e) Father's business
- (f) Others

F. Student activities outside of class, such

as fraternities, athletics, dramatics, social or religious.

- (a) Membership
- (b) Leadership
- G. Classroom and laboratory work.
 - (a) Does assigned work
 - (b) Does extra work—uses library
 - (c) Grasps fundamentals—ingenious in using mathematics and other fundamentals as tools to work out problems.
 - (d) Helpful to associates—not mere willingness, but considered able to help and enjoy it.
- H. Summer activities.
 - (a) Play—vacation
 - (b) Work—kind — how long — money earned
- I. Percentage of college expense earned
 - (a) From choice
 - (b) From necessity
- J. Money earned during school months
 - (a) How much
 - (b) Kind of work
- K. Extra technical subjects taken.

- (a) What
- (b) Why
- L. Extra nontechnical subjects taken.
 - (a) English, art, speaking, etc.
- M. Thesis—why chosen.
- N. Plans concerning ultimate future work.
 - (a) People or things
 - (b) Research or construction
 - (c) Sales
 - (d) Operating
- O. Philosophy of life.
 - (a) Purpose
 - (b) Means to attain it
 - (c) Time estimated to attain it

P. Outside interests away from school, including music, painting, theater, literature, etc.

- (a) Which of these do you enjoy?
- (b) In which, if any, do you perform?

With certain obvious changes, this picture applies to applicants of all kinds, whether college graduates or people who have never gone beyond grammar school. In all cases, you must get a running picture of the applicant's life motives. Sometimes your first real



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clue to the man is that he did not finish school. He failed to complete the job in hand because he lacked sufficient stick-to-itiveness. Check this clue against the other information he has given you, and see whether a consistent pattern of character or behavior begins to emerge.

The original cause often goes back to broken homes. The child of divorced parents is frequently a maladjusted individual. If he was brought up by his mother, he may tend to have a woman's rather than a man's viewpoint. On the other hand, if he was brought up by his father or spent his adolescent years in boarding school, he may lack those little niceties and refinements more readily found in a boy who is the product of a well-balanced home. The danger of the maladjusted employee is that he is a source of trouble and dissatisfaction not only to himself but to the organization for which he works. He is discontented with his department head; he quarrels with his fellow workers, or he stirs up trouble among them.

The maladjusted person is likely to reveal his emotional instability in a number of ways during the interview. If he betrays the fact that he disliked his former employer, or could not get along with other people, or felt that he never had the breaks, that is a danger signal. If he drifted from job to job because he was never satisfied, or felt that he was abused, or refused to take orders, look out for him.

Maladjustment may be revealed through a picture of the man's social and personal life, his hobbies and interests. This information need not be brought out by an impertinent delving into the man's personal life. Much of it is revealed involuntarily. Much of it will be forthcoming willingly if a feeling of good will and mutual confidence has been established at the outset of the interview. The astute interviewer will learn whether the man belongs to societies or lodges, and whether he is a leader or just a member of them; whether he goes in for competitive sports and has a wide circle of friends or whether he spends his evenings alone reading or listening to the radio.

When you have concluded your interview, make a note of your impressions of the man and the opinions at which you have arrived. Do not rely upon your memory. Essential points will escape you later. Your notes should be made as soon after the interview as possible. If you wait until you have talked with several men, your impressions will be confused.

Summary

The following summary, with individual alterations to serve the particular needs of your organization, is useful to follow:

1. Object
 - A. Kind of business
 - B. Kind of work in that business
 - C. Location
2. Type of work for which suited
 - A. Research
 - B. Design
 - C. Production
 - D. Construction
 - E. Manufacturing
 - F. Marketing and sales
 - G. Accounting
3. Character of the man
 - A. Loyalty—integrity—respectfulness
 - B. Breadth of view
 - C. Quickness of comprehension
 - D. Depth of feeling—helpfulness
 - E. Industry—enthusiasm
 - F. Sense of responsibility
4. Capacity of the man
 - A. Ability to get along in organization
 - B. Originality
 - C. Initiative
 - D. Knowledge of fundamentals
5. Personality of the man
 - A. Attractive
 - B. Carries conviction
 - C. Power with control
 - D. Good manners without affectation

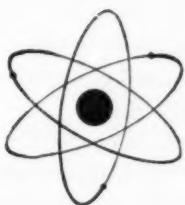
However difficult it may be to start an applicant talking, however fearful he may have been of the interview, he will nearly always hang on like grim death. Every employment man has dealt with applicants who talked themselves into a job and then out of it.

You realize that there is a point beyond which there is no use talking and it is up to

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you to close the interview. It must, needless to say, be closed in as friendly a spirit as the one which opened it. Whether or not there is a possibility of employment, an applicant is still a potential customer. The best question with which to terminate the conversation is, "Have you any more questions to ask me?" It is unlikely he will have more than one or two. Then get up at once. "Thank you for coming in. I have enjoyed the conversation. Keep your fingers crossed and I will let you have our decision by such and such a date."

It is seldom wise to commit yourself either favorably or unfavorably. The applicant will usually say, "Honestly, what do you think my chances are?"

A good answer to that is to reply frankly, "You are the second man I have seen about that job. So your chances are now fifty-fifty. However, there are three other men coming in. I really don't know."

If you say the pleasant thing, which is so much more agreeable to do, and tell him, "I think you have a pretty good chance," you are being unfair unless you think it is really true.

Another way out is to say, "Your record looks all right but I must tell you this. You haven't had much experience in so-and-so and the department head wants that. I don't know whether he will waive that or not." This will not hurt the applicant's feelings but it will give him a fair clue to the chance he stands. Remember that it is not so much what you say as how you say it.

In any case, you will undoubtedly have to ease him out. When it comes to leaving, the applicant is like the reluctant guest, who, as someone described him, "thought he had gone when he said good-bye." Sometimes you have to lead him to the door and open it before you can terminate the interview.

The time to make your notes in regard to the interview is immediately after the applicant's departure. In scheduling appointments, time should always be allowed for this. Otherwise impressions become blurred what one applicant said is confused with the

remarks of another, salient details are forgotten.

"Result of Interview" Sheet

A "Result of Interview" sheet should be filled out at once. This should contain your observations on the following points, checked as to whether the applicant is average, above average, or below average in his rating on each point:

Physical:

appearance	voice,
facial expression,	vitality.

Characteristics:

poise,	ability to express self,
self-confidence,	judgment,
tact,	dependability,
modesty,	thoroughness,
disposition,	initiative,
leadership,	sales aptitude,
comprehension,	mechanical aptitude.

The sheet should allow room for any further remarks and comments that occur to you as a result of the interview.

The employment man's best means of improving himself on his job is by a constant analysis of his own interviews. At the end of each one he should ascertain whether he obtained the information he was seeking. If so, how did he obtain it? Did he find any particular way of phrasing a question to be unexpectedly productive? Are there certain questions which always bring a routine response? Did he form a clear picture of the applicant's personality? If not, why did he fail to do so? Did he give the applicant a clear understanding of the company and its policies, of the work he would be expected to do, and the conditions under which he would be expected to do it?

Common sense and the Golden Rule, will solve any personnel problem that ever came up. As for the employment man himself, whose job is the weighing and assessing of human beings, his tools are intelligence, tact, observation, and good will. He cannot afford to get smug. He cannot afford to stop improving. No one yet has learned all there is to know about his fellow men because he still knows so little about himself.



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Negative Factors Evaluated during the Employment Interview and Which Frequently Lead to Rejection of the Applicant, As Reported by 153 Companies*

1. Poor personal appearance.
2. Overbearing — overaggressive — conceited "superiority complex"—"know-it-all."
3. Inability to express himself clearly—poor voice, diction, grammar.
4. Lack of planning for career—no purposes and goals.
5. Lack of interest and enthusiasm—passive, indifferent.
6. Lack of confidence and poise—nervousness—ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money—interested only in best dollar offer.
9. Poor scholastic record—just got by.
10. Unwilling to start at the bottom—expects too much too soon.
11. Makes excuses—evasiveness—hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy—ill-mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacations—lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge in field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant—strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

Questions Most Frequently Asked by College Recruiters in Interviewing College Seniors, As Reported by Northwestern University*

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?

**Compiled by Frank S. Endicott, Northwestern University.*

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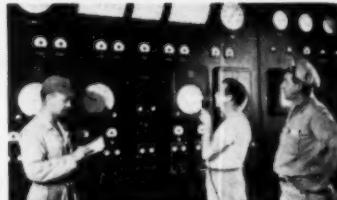
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Quality Control



Boiler Service



Research & Development

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B&W is a leader in its several fields, with an annual business in excess of 200 million dollars. Since 1867, when it was formed as a partnership by George Babcock and Stephen Wilcox, B&W has continued to grow in corporate size, physical plant, personnel and the number and diversity of its products and services. But even more important, during those years it has built an established, respected engineering and service reputation on a foundation of sound, progressive ideas which have met and overcome many challenging engineering problems.

In every field in which the Company is active — stationary and marine boilers and component parts; pressure and mechanical pipe and tubing; refractories for a wide variety of applications; process equipment — its reputation has been earned by consistent product quality, service responsibility and business integrity.

It is to continue this record, to insure that the future will be as progressive and produc-

tive as the past, that B&W is offering qualified engineering graduates career opportunities limited only by their own capabilities. Men who are accepted will participate in a carefully planned, comprehensive training program designed to provide a basic knowledge of the Company while helping the individual discover the spot best suited to his inclinations and abilities. This program has been made as flexible as possible to provide maximum help to those men who know just what they want to do as well as those who are not certain.

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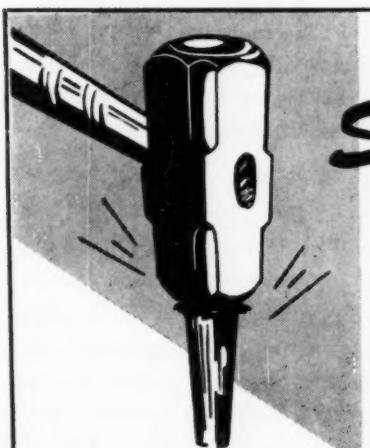
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10. How did you spend your vacations while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extra-curricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a girl? Is it serious?
22. How much money do you hope to earn at age 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?
25. Do you think that your extra-curricular activities were worth the time you devoted to them? Why?
26. What do you think determines a man's progress in a good company?
27. What personal characteristics are necessary for success in your chosen field?
28. Why do you think you would like this particular type of job?
29. What is your father's occupation?
30. Tell me about your home life during the time you were growing up!
31. Are you looking for a permanent or temporary job?
32. Do you prefer working with others or by yourself?
33. Who are your best friends?
34. What kind of a boss do you prefer?
35. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?
36. Can you take instructions without feeling upset?
37. Tell me a story!
38. Do you live with your parents? Which of your parents has had the most profound influence on you?
39. How did your previous employers treat you?
40. What have you learned from some of the jobs you have held?
41. Can you get recommendations from previous employers?
42. What interests you about our product or service?
43. What was your record in military service?
44. Have you ever changed your major field of interest while in college? Why?
45. When did you choose your college major?
46. How do your college grades after military service compare with those previously earned?
47. Do you feel you have done the best scholastic work of which you are capable?
48. How did you happen to go to college?
49. What do you know about opportunities in the field in which you are trained?
50. How long do you expect to work?
51. Have you ever had any difficulty getting along with fellow students and faculty?
52. Which of your college years was the most difficult?
53. What is the source of your spending money?
54. Have you saved any money?
55. Do you have any debts?
56. How old were you when you became self-supporting?
57. Do you attend church?
58. Did you enjoy your four years at this university?
59. Do you like routine work?
60. Do you like regular hours?
61. What size city do you prefer?
62. When did you first contribute to family income?

63. What is your major weakness?
 64. Define cooperation!
 65. Will you fight to get ahead?
 66. Do you demand attention?
 67. Do you have an analytical mind?
 68. Are you eager to please?
 69. What do you do to keep in good physical condition?
 70. How do you usually spend Sunday?
 71. Have you had any serious illness or injury?
 72. Are you willing to go where a company sends you?
 73. What job in our company would you choose if you were entirely free to do so?
 74. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
 75. What types of books have you read?
 76. Have you plans for graduate work?
 77. What types of people seem to "rub you the wrong way?"
 78. Do you enjoy sports as a participant? As an observer?

79. Have you ever tutored an underclassman?
 80. What jobs have you enjoyed the most? The least? Why?
 81. What are your own special abilities?
 82. What job in our company do you want to work toward?
 83. Would you prefer a large or a small company? Why?
 84. What is your idea of how industry operates today?
 85. Do you like to travel?
 86. How about overtime work?
 87. What kind of work interests you?
 88. What are the disadvantages of your chosen field?
 89. Do you think that grades should be considered by employers? Why or why not?
 90. Are you interested in research?
 91. If married, how often do you entertain at home?
 92. To what extent do you use liquor?
 93. What have you done which shows initiative and willingness to work?



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WHAT IS A COLLEGE? *

DR. WILLIAM G. VAN NOTE, President
Clarkson College of Technology

Dr. Van Note, a member of the faculty of North Carolina State College since 1933, assumed his present position in 1951.

He was graduated from Rensselaer Polytechnic Institute in 1929 as a Chemical Engineer. He received an M.S. degree at the University of Vermont in 1933, and a Ph.D. at Pennsylvania State College in 1941.

A member of Sigma Xi, American Society for Metals, and the American Institute of Mining and Metallurgical Engineers among others, Dr. Van Note has contributed significantly to the field of engineering research.

BAΣΙCALLY, a college is composed of people and a physical plant, plus invested funds (endowment) which is never enough. The latter two are inanimate and useful only to the extent made so by people. A rough simile is that of a carpenter and hammer or an artist and a piano. The instruments are still used to produce effects varying in value and beauty depending on the operator.

The people of a college divide into four groups: the trustees, the faculty, the alumni, and the students.

The Trustees

The trustees, limited by law in New York State to not more than 25 and not less than 5, gain their power from the Education Law of the State which permits the Board of Regents to grant a charter to the college which in turn is to be administered by the trustees. The original trustees are those who request and assume responsibility for the college in the petition to the Regents. The By-Laws of the college define the number of trustees within legal limits and how they are to be chosen. They may be Honorary, Life, or Term Trustees.

* Reprinted from *The Clarkson Letter*, May-June, 1953.

The Trustees are the guardians of all property and funds of the college, are responsible for determining college policies and for engaging administrative personnel to assure such policies are carried out. The College should and does reflect the philosophy and extent of activity of the Board. By Law, the trustees are not permitted to accept any pay for any service rendered as a trustee. Theirs is truly a "labor of love" and their reward is solely one of satisfaction in carrying the responsibility for a civic essential that is unsurpassed in our society.

Overwhelmingly college boards are composed of responsible, civic-minded, active, successful, and generally over-burdened men and women of business and the professions. Time devoted to the affairs of the college is taken from busy schedules and is given because of an urgency to contribute to the health and growth of education in our country.

I review these facts here because I feel too many are apt to be either unaware or forgetful of the contributions and, in many instances, sacrifices that are made by men and women as college trustees in the United States.

The Faculty

Reduced to its simplest form, the classic example of a college is Mark Hopkins on one end of a log and a student on the other. The quality of the college depends upon the instructor; its reputation on the performance of the student. To perform effectively upon graduation, the student has to obtain from the instructor both knowledge and inspiration. I wish I could add common sense but I can't. Common sense, certainly very important, appears to be a God-given quality. However, I believe most of us are endowed with far more of it than we use, and a faculty has the great opportunity of aiding students (and one another) in uncovering judgment and sharpening and exercising it.

The responsibility for the education and professional preparation of youth is a work unsurpassed in social value. Faculty duty divides between teaching and influence. Working within the broad framework of philosophy and policy defined by the trustees, the faculty is responsible for designing the curricula, the methods of instruction, the degree of student proficiency to be required, and the final recommending of the student for graduation. This is not a static responsibility but one that must be exercised continuously in the light of advancing knowledge and a changing world.

But this is only a part of faculty assignment. Equally essential is the requirement of exercising influences upon the student that will make him socially responsible, well adjusted, and give him an unquenchable intellectual curiosity. Faculty members do as much by example as by methodology.

Yet this is not all. Colleges and universities throughout history have not only been the repositories and dispensaries of knowledge but also its main wellspring. Faculties should be creative. While the resources of the larger universities permit greater productivity, the faculties of the smaller colleges are no less free from this responsibility.

The students have a right to expect faculties to display the same characteristics that

are demanded of them. Matters of conduct, appearance, citizenship, unselfishness, and friendliness need only to be mentioned to be obvious. Equally the faculty member should take positive positions in areas of his proficiency when called upon by a student. The faculty member who affects an unbiased assay of a problem but offers no personal conclusions when queried, serves the student poorly. This implies neither the right of faculty to insist upon student agreement nor prevention of faculty from later changing positions and stating equally freely new conclusions and reasons for change.

The faculty is the core of the college. Its work is to instruct, inspire and seek truth. It should be given all possible aid in its work and protected from outside persuasions. No less should it be refrained from persuading others in areas that are open to honest differences of opinion and in which each man must decide for himself.

The Students

College students are raw material with a soul. They also have a will as every administration soon finds out. Because of both they are to be chosen with care and, once admitted, given every aid in development.

Academically, aid in development in a professional school means close adherence to a fixed program of study. While students sometimes feel that this is restrictive they have freedom through their choice of college, of curricula, of limited electives, and of change at any time. Some students wish a voice in determining curricula content but this is the responsibility of faculty who must keep in constant contact with industry (the "buyers" of the college product) the alumni (the articulate product who, after experience, advise on professional needs) and with other educators (who have similar responsibilities). With information so gained plus its own educational leadership, faculties must construct curricula for student choice.

Students have full right, regarding both curricula and other college matters, to ask questions and expect explanations. They also

have the right to offer suggestions and make requests. It is hoped they will attempt to judge the decisions on such requests from the administration's viewpoint as well as their own.

Another student right, shared with all citizens of our country, is that of protest. But none should be anonymous. College newspapers carry editorials and letters to the editor in an endless stream in disagreement with some phase of college activity. Vocal protests are even more frequent. Demonstrations occur occasionally. In all this the administration must exercise careful judgment in allowing such forms of protest to be carried to reasonable, though often irritating, lengths and yet exercising authority to limit them to the same boundaries.

While student freedom academically is largely limited to freedom of choice, its freedom in extra-curricular activities is one of originality, initiative, responsibility and work, tempered only by faculty counselling to assure conformity to college policy and to prevent excessive commitments. College "life" depends on the students. The administration can encourage extra-curricula activities within its means, but it can neither initiate nor sustain a program without student support.

Students are campus citizens and determine the tone of the campus just as a community reflects the character of its population. Further they are "ambassadors" for their college as well as themselves, wherever they may go.

The basic right of every student is that of choosing what he wants to learn and where he wants to learn it. Having decided, he rightfully expects to find there a skilled and sympathetic faculty with whom he will join in the common effort of developing himself and his college by utilizing all the resources he finds available and helping to maintain and increase them through his own campus labors.

The Alumni

The great charge of the college is to develop the student during his campus years so

that on becoming an alumnus, he will have the basic essentials of his profession, an education that permits him to appreciate the world in which he lives, and, by far the most important, the will to utilize both. Without this will, the training and the education are lifeless. They are as planted seed without the warming rains and rays of spring, dormant, and if not nurtured in good time, decaying to become irrevocably lost.

A great leader and friend of the college speaking to me recently said, "I would far rather develop a great personality than a great brain." Remembering full well that a great personality requires at least great use of an average brain, I accept this philosophy as a goal. Great brains are needed in our world and I hope Clarkson contributes its share over the years. But great personalities, leaders of men and women, unselfish, wise and hardworking, are essential in great numbers if we are to eventually right a staggering world.

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"By their fruits ye shall know them" applies as perfectly today as it did when Jesus spoke to the multitudes.

College reputation is primarily alumni reputation, and in writing this I have not forgotten the sports page. In spite of headlines, athletics do not contribute to any appreciable extent to the mature reputation of a college. Nor have I overlooked faculty productivity. No matter how brilliant or prolific a professor may be, if his students consistently fail to satisfy an employer, soon the employer will eschew the professor's pupils.

Because alumni do represent the college and are identified by it, they should play a prominent role in the support and development of their alma mater. Their voices should be heard by the administration and with growth, should increase in authority. The Trustees of older universities are predominately alumni. Obviously this is impossible for a new college and grows

slowly as the years pass. The support today of private colleges particularly is in the hands of the alumni. Here too, this strength is influenced by age, with the younger colleges finding alumni support developing as the alumni body increases.

But all this expected influence and support is predicated as the alumni "will-to-do" for employer, neighbor, country, college, as well as self.

The Community

I conclude with thoughts of another group, who, while having no official connections with the college, contribute to and affect it most markedly. They are the people of the town in which a college is located.

No matter how completely a college may attempt to be self-sufficient, it cannot escape from the influences of, and dependence upon, the community which shelters it. Indeed it would be tragic if a college did attempt isolation from its neighbors.

The community that contains a college supplies in large part the churches, the theaters, the stores and services, and the civic protection and conveniences that are vital to the student and the college.

Friendships are developed between student and townspeople that are lasting sources of mutual happiness and inspiration. Few colleges can house in their own quarters an entire student body, so many boys live by choice or necessity in the homes of townspeople and come in varying degrees to be "visiting members of the family."

Marked financial support is given the college by the community ranging from the tradesman's advertisement in student publications to gifts of great size.

The beauty of village and surrounding landscape has an inescapable influence on the student while he lives at college, no matter how preoccupied he may be with scholastic problems or how much he may mistakenly affect an air of imperviousness to all matters not "practical."

Truly we of Clarkson, alumni, students, staff and trustees find that we are made complete by the community in which we live.



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TECHNICAL WRITING OPPORTUNITIES FOR ENGINEERING GRADUATES

H. C. McDANIEL

Manager—Technical Publicity

Westinghouse Electric Corporation

C. A. SCARLOTT

Editor—Westinghouse Engineer

Westinghouse Electric Corporation

THREE are many editor-writer opportunities for the young engineer who has a desire to interpret in a form usable by his profession, the significance of engineering developments. The opportunities lead in two directions: one to the technical periodical publishing business; the other to public relations work in industry. Both have the advantage of offering a continuing education in engineering as the successful editor-writer visits plants where things are made and is brought into intimate contact with people who design and make these things.

The job of reducing to usable form newly-found knowledge is as important as the discovery itself. Unless the significance of the discovery can be explained to others, that new knowledge cannot be put to use by the profession generally. So, the need for competent engineering editor-writers increases with each new branch that is added to the engineering family tree. Of significance also is the fact that pay is comparable to that for engineering work while the opportunities for advancement are equal to those in any profession.

The qualifications needed for this work can be summed up in seven words: Engineering education; Journalistic skill; Imagination; Diplomacy; and Cooperativeness.

What you should look for and what you need to know about these job opportunities, where to look for this information, who to

get in touch with, and how to write that letter of application are covered in detail in this article.

Opportunities in the Technical Periodical Publishing Business

There are nearly 2000 periodicals published in the United States aimed at 150 different fields of interest in industry and business. A detailed analysis of the editorial content and the readership of each of these magazines can be found in *The Editorial Directory* or *The Standard Rate & Data Service-Business Publications Edition*. The former is published by the Galub Publishing Company, New York City; the latter by Standard Rate & Data Service, Evanston, Illinois.

In addition, there are some 1500 periodicals published by industry itself that are aimed at this same group of industrial and business readers. The editorial analysis of this group of publications is to be found in *The Nation's Leading House Magazines*, published by the Gebbie Press, New York City.

Study these volumes. As you do, make a list of the magazines you think you might like to work for. Read several issues of each magazine on your list. Note first the number of people on the editorial staff—the larger the staff the greater the opportunity to break into the field and get some experience.

Next, study the table of contents and note especially the type and kind of feature articles

carried. Also, the departments: Operating Shorts, Maintenance Pointers, Kinks, How-To, Ideas of the Month, etc. As you leaf through the magazine notice the number of by-lined feature articles compared to the staff-written features. This is your tip-off to the time spent editing other people's writing to that of researching, gathering data and writing the article yourself. Scan the news items, new products, and new materials items to get the feel of this end of the book.

Finally, study the advertising carefully. Note specifically the products advertised for this is your cue to the readership; the tip-off to the kind of industries and businesses you'd be associated with if you worked for that magazine.

The name and title of each person on the staff is found on the masthead. Here is what each does: the publisher is charged with the responsibility of making the magazine pay, therefore, has under him a business staff and an editorial staff. The former sells advertising space while the latter develops and produces the editorial copy.

The editor—who reports to the publisher—is responsible for setting the editorial policy and philosophy and with the publisher, of determining the editorial diet. The managing editor—who reports to the editor—sees to it that copy is in on time and that the magazine is printed and mailed on schedule. The technical, associate, and assistant editors must line up articles that have been scheduled for publication during the course of the year, must get these articles written on time, and must edit them for publication. In addition, they are frequently assigned to do a staff story.

As a cub editor, you start your career writing and editing "news" and "what's new" items. As you gain experience, develop a feel for your readers, and become more facile with words, you'll find your assignments becoming more interesting; more stimulating; more challenging. Assuming you'll continue to do what's expected of you, you'll find from that point on—usually a period of two to four years—that your responsibilities will in-

crease, your progress will be forward, and your pay will move upward.

In general, staff editors of scientific society journals and of engineering association magazines do not have the freedom and latitude for editing that an editor has on a technical or trade magazine. There are notable exceptions to this general rule and you can spot these the moment you read the introductory paragraph to one of the articles or papers. Where editing is restricted by rules, the opportunity to flex your imagination and to develop an articulate writing style is inhibited, but there are compensating factors. The editors of these journals sometimes serve as secretary or managing director of the society in addition to being editor and in such capacity are afforded an excellent opportunity to develop their administrative, organizational, and managerial abilities.

Staff editors of company subsidized engineering magazines work under a broad spectrum of editing freedom. At one end is the almost zero lack of freedom to develop and edit material. At the other end is complete freedom in the choice of material and in the editing of this material. Within these limits, an editor on one of these magazines works much the same as an editor on one of the technical magazines. The principal difference is in his "beat." In the case of the company technical magazine, the "beat" is largely within the company with only an occasional trip outside. No such limitation is faced by the editor of a technical magazine. So, if you are averse to frequent and extensive travel, but want to be in the technical writing profession, a job on a company published technical periodical might be the solution to your problem.

Public Relations Work

The work of a technical editor-writer in the public relations department of a corporation is quite different from that of a staff editor on a technical magazine—yet, under the right conditions it can be as challenging, as stimulating mentally, and as rewarding financially. We can best illustrate what we



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mean by describing the Technical Publicity operation at Westinghouse.

A sizeable staff of editor-writers gather, edit, and place in technical magazines and the Westinghouse Engineer technical information about Westinghouse products and services. To do this, each editor-writer is assigned a "beat" of two or three product divisions and one or two engineering service departments. The editor-writers establish personal contact with those doing research, development, design, manufacturing and application engineering work, keep fully acquainted with the progress of developments and guide the planning of publicity for all developments. This includes giving counsel to authors of technical or engineering articles, gathering information and writing news items, new products and sales literature pieces, and similar items of interest to the readers of technical magazines. They assist in planning visual aids, sometimes personally directing the taking of photographs. In addition, they must obtain clearances for publication from interested groups within the Company. They must also plan and assume the responsibility of placement of material with the editors of the appropriate technical magazines.

In the case of technical articles and write-ups to appear in the Westinghouse Engineer, the editor-writer, working with the managing editor and production department, prepares the manuscript for printing, and plans and assists the art department with the illustrations. In short, he works the story through the actual printing, including proofreading.

This is the basic function. There are others. The editor-writers help plan and execute meetings with groups of editors for the disclosure of a new development or for the exchange of engineering information. They arrange and schedule visits for editors of technical magazines with Company engineers, executives, or plants. Random activities include assistance to authors of books, assistance in preparing talks by Company executives, and trips to customers' installations to gather information or to assist in taking pictures.

While all technical information operations of corporations may not embrace all the activities found at Westinghouse, basically all do the same thing in varying degrees. The scope is determined largely by the size of the company. In general, the larger the company, the broader the scope. Conversely, the smaller the company, the narrower the scope.

What holds for corporation public relations departments holds also for public relations departments of advertising agencies. Here, editorial and advertising functions are more closely related as both are frequently handled by the same person for the same client company. In general, agency work involves more fact gathering and creative writing than is the case with the corporation. Of interest is the fact that a few agencies have set up a technical information group separate and distinct from their advertising department.

Continuing Education

In a way, technical writing offers a continuing education. The successful editor will observe first hand practical engineering from concept of idea to operation of equipment. This requires keeping abreast of developments in the specific and corollary fields.

Such a job develops your powers of observation and discernment—your ability to draw out a person, to get him to talk about the things that interest him most—and finally, your ability to report all you see and hear to your readers. To do these things well means you must go beyond merely "being interested in developments." You must catch the significance of the development: what will its import be on related developments; what is the trend-meaning of the development? To do this kind of interpretative reporting job requires imaginative thinking coupled with a genuine liking for people. Unless you are blessed with both, this technical writing business is not for you.

There is one more aspect of this business that must be considered. It is this: technical writing by its nature precludes a very intensive understanding of any given subject. For anyone who wishes to learn the intimate as-

pects of a given phase of engineering, the profession of technical writing should be avoided. For the most part the work is done at a fairly high speed on a rigid schedule and time is not available for the full explanation of a subject that appeals to the more technically-minded individual.

Qualifications Needed for a Technical Writer

First is engineering education. It is essential that a technical editor have had a formal engineering education. Naturally, within the Westinghouse Company, with the emphasis on electrical matters, we look for graduate electrical engineers, as the editor-writers work directly with design and application engineers and, therefore, must be able to "talk their language." They must win the confidence of the engineers, have a fair understanding of the matter under discussion, and be able to judge the engineering significance of a particular development.

Of 32 technical and trade magazine editors polled on this question, all but two required an engineering degree. These two preferred a B.A. in business administration to journalism. All preferred an engineering graduate with one to five years experience in industry to an engineering graduate just out of college. This experience is needed to help the editor more accurately interpret the significance of a development.

Next is journalistic skill. An editor must have a facility as a writer. This is sometimes called "wordsmithing." This requirement is less tangible than the engineering training required but no less important. In essence, it means a facility in handling words, a liking for writing, and an ability to express ideas clearly, interestingly, and logically. Also, this skill must extend not only to one's own writing, but in addition to one's editing, for frequently a critical view must be taken of the writings of others.

How well someone meets these qualifications generally is hard to measure but extremely important. It must be based on something more than a vague but common "desire to write." Words are the tools of the tech-



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nical editor. Unless he uses them with pleasure and with facility, he is a misfit in technical writing.

Next is imagination. A technical editor must possess imagination in abundance. He must be able to see in a development a potential story that will be of interest to a well-defined audience. This is sometimes called having a "nose for news." Really it is much more than that. It means visualizing a potential story that will have a particular appeal and enthusing the project engineer over the article possibilities so he will write the piece for you. In addition, as the story develops, it means seeing ways of treating the facts or supplementing the text with visual aids, either photographic or otherwise, that will add to the reader's interest in the story. The editor, in short, must not only have in mind the author's point of view, but also a very specific reader's point of view.

Then there is diplomacy. An editor must possess considerable tact, or those personal mannerism qualities usually associated with a successful salesman. An editor contacting engineers must be able, by persuasive methods, to obtain their cooperation in the preparation of articles or the presentation of facts. Because engineers are busy and are not too prone to write, considerable skill to win their respect and confidence for the projects in mind is essential.

Finally, there is cooperativeness. Because a technical editor is part of an organization, he obviously must have these qualities that are necessary in almost any organizational activity. This is the ability to get along well with fellow editors and other members of the organization, and to win their respect and confidence. These involve such things as punctuality, courtesy, personal neatness, and teamwork. While these seem obvious, otherwise good editors have been known to flounder on some of these personal qualifications.

A few random thoughts on qualifications from the editors polled. "We look for dependability, ability to produce, initiative and aggressiveness . . ." ". . . must have a good command of the King's English." ". . . he must have a good 'nose-for-news' . . ." ". . .

he must know what is and is not worth reporting." "He must have a missionary's zeal to bring the reader little-known facts . . . must have a passion for accuracy and logic." "He must have writing ability, must produce ideas, must have an interviewing ability, must have good analytical ability, and of course be a team player."

Job Hunting

Where you want to be in the technical writing profession will determine your approach to the job. Basically what you do to land a job as an editor on a technical magazine will differ only in detail from what must be done to get on the public-relations staff of a corporation.

First of all you must find out all you can about the magazine of your choice: the owner, the publisher, the editor, the editorial content and philosophy, and the number of readers and who they are. The need to do this, and do it well, is great. You'll benefit personally as you'll learn things you should know about a company you may someday be working for. Furthermore, it will be a lot easier to build your case if you have an intelligent understanding of what is expected of an editor on that magazine. The problem then of evaluating your education, experience and ability in terms of the magazine will be relatively simple. Remember this: The editor must have visible evidence and a good reason for hiring you. Make this part of his job easy by a thorough study of his magazine.

The best visible evidence you can muster is a portfolio of examples of your creative writing. Since every editor looks for genuine evidence on the part of the applicant that he can write, there is no better proof of this than samples of your own work. Include material from your high-school days if you have any, for this is evidence that you have demonstrated a special interest in writing early in life. Be sure to include plenty of samples from college.

Direct your original letter of application to the editor. Attach to this a biographical profile that includes personal and experience

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data. Indicate your desire to see him personally. Take advantage of the study you've made of his magazine and tersely interpret your abilities in terms of his magazine. Do this for several magazines if you want to uncover quickly one or more openings.

You'll need to make the same kind of study of corporations and agencies. Also, the same kind of preparation of your case. Since most large corporations send interviewers to college campuses, this makes possible a personal discussion of the opportunities for technical writing with the college interviewer. If he is unable to answer your questions to your complete satisfaction, find out from him the person with whom you should communicate to get these answers. Then write that person.

Where a corporation does not send an interviewer to a college campus, and you know from your study of the company that it has a public relations department, write the public relations director. Write him in the same vein suggested for the letter to the editor.

Remember this about job hunting: never pass up a detail about your education, experience and ability that can add a plus to your case. The better you package your biographic profile the better the reader acceptance it gets. And, the better the reader acceptance the better impressions you create. Since impressions help land jobs, create all the good ones you can.

In Summary

We think technical writing should be looked upon as a separate profession; a profession that requires its own talents, skills, opportunities and responsibilities. It is an important profession. It should not be viewed as a position in which an individual is on the sidelines watching the engineering parade go by. The task of converting information about the engineering developments into printed form usable by the profession generally is as important in the complex industrial world as the creation of the idea itself.

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THE RHODES SCHOLARSHIPS—WHAT AND HOW*

STANLEY K. HORNBECK

A former member of the faculty of the University of Wisconsin and of Harvard University, Dr. Hornbeck is a well known authority and writer in the field of international relations.

He has served as Chief of the Far Eastern Affairs Division, U. S. Department of State, and Special Assistant to the Secretary of State; and is a former Ambassador to the Netherlands.

Dr. Hornbeck was a member of the first class of Rhodes Scholars from the United States.

CECIL JOHN RHODES was born in an English parsonage on July 3, 1853. While still in his 'teens, he was sent to South Africa in search of health. There he promptly came upon and he seized upon opportunities which soon gave him wealth and led to influence. In his twentieth year, toward completing his formal education, he returned to England and matriculated as an undergraduate in Oriel College, University of Oxford. There, he became profoundly impressed by what he learned of certain observations of Aristotle on the importance of having a definite and high aim in life, and he probably was influenced by certain current utterances of John Ruskin on some phases of the same subject. He decided that he would make it his aim to contribute to the bringing about of a condition of law, order, peace, justice and democracy throughout the world.

Conceiving that England and the English speaking peoples had advanced farther toward that goal than had any other countries or peoples, he reasoned that an indefinite expansion of Anglo-Saxon authority and influence was eminently desirable. He dreamed of an empire. He hoped that the British peo-

ples and the United States would some day be reunited; and he envisioned "the foundation of so great a power as to hereafter render wars impossible and promote the best interests of mankind." In his early years he thought in terms of physical and political domination. Later, in his matured years, he thought in terms of mind and spirit. All the while he thought in terms of men and education.

While still an undergraduate but already well-to-do, Rhodes wrote a Will, and during the next twenty-two years he revised and amended that Will six times. Before he had taken his degree (in 1881), he was elected a member of the Cape Colony legislature. Throughout the next fifteen years he was the foremost architect of British expansion in South Africa. In 1889, aged thirty-six, he was made Chairman of the economically powerful British South Africa Company. In the next year, aged thirty-seven, he was elected Prime Minister of Cape Colony. He had become "the foremost political personality throughout the Continent of Africa." In 1895 his name was given to a huge expanse of territory which had been brought under British suzerainty through efforts largely his—Rho-

* Reprinted from *Beta Theta Pi*, June, 1953.

desia. In the next year he was compromised through a connection with the ill-advised and ill-fated Jameson raid. He thereupon resigned from public office—but not from strenuous activity. He concentrated on problems of political and economic consolidation and social betterment—and he thought long and hard about the project to which he intended that his estate be devoted.

In 1899 he wrote the seventh and last of his Wills, the principal provision in which represented the apex in the development of his vision of influence. In this he directed that most of his fortune (which was large for those days) be devoted by his Executors and Trustees to the establishing and maintenance of scholarships for students from various of the British Dominions and Colonies and from the United States of North America, tenable "in the University of Oxford." In 1901, by a Codicil, he added "five yearly scholarships . . . to students of German birth . . . to be nominated by the German Emperor for the time being." And in the next year, 1902, on March 26, he, Cecil Rhodes, the maker of these extraordinary bequests, not yet forty-nine years old, died.

Rhodes was a man who learned—and never ceased to learn—from his books, from his teachers, from his associates, from his various environments, most of all from his own experiences and in consequence of constant thinking and doing. In the texts of his successive Wills there is disclosed the fact that at the outset he adopted an objective which persisted, but that in his thought regarding

ways and means there was, in the intervals and throughout his life, a steady evolution and improvement as the author himself matured. In the annals of the Trust for which he provided there also is a record of implementation in accordance with the basic idea but with constant revising of the processes.

Appointments

Arrangements made during the year 1902 resulted in the appointment in South Africa of seven and in Germany of five Scholars, and in the next year, 1903, eleven of those appointees entered the University of Oxford as the first Rhodes Scholars. The first appointments in the United States were made in 1904, and in the Fall of that year appointees from forty-two States entered Oxford as the first American Rhodes Scholars.

During the fifty years since the first appointments, Rhodes scholarships have been given in and from ten widely separated countries—of which the farthest over-seas are Australia and New Zealand—to some twenty-five hundred men. Most of these men have, by virtue of those appointments, enjoyed the experience of exposure of two or three years to the Oxford, the English and miscellaneous other influences to which they may have chosen incidentally and variously to subject themselves. Most of them have returned to the countries—though in many cases not the localities—from which they were appointed. More than half of the total number have been from and have returned to the United States, and of these there now are living, scattered



**CONTINENTAL AMERICAN
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throughout the United States and with a few abroad, some twelve hundred.

In the light of developments in world affairs and of practical experience, there have been made from time to time changes in the allotment of the Scholarships, with result that there now are available annually not less than thirty-six appointments from British Dominions or Colonies and thirty-two appointments from the United States.

For the administering of the Scholarships, the Rhodes Trust functions from an office in Oxford; it has there a General Secretary; it has also in Oxford a local (Oxford) Secretary who is at the same time the Warden of Rhodes House; and it has in each of the countries or colonies for which Scholarships are granted a Secretary or an otherwise designated agent. These posts have been held, through the years, by distinguished, able and devoted men. For the purpose of appointing to the Scholarships, there have been set up local agencies and methods.

In the United States, there have been established eight Districts in each of which there are grouped six States; and in each District and in each State there is a Committee of Selection. These committees are composed in major part of returned Rhodes Scholars, but to their chairmanships there regularly are appointed outstanding citizens who have not been Rhodes Scholars. Selection of Scholars is made in December of each year. Candidates appear first before State Committees, each of which may nominate two to appear before the District Committee. From those sent to it, each District Committee may select four. The men thus chosen are appointed to the Scholarships and are expected to appear in Oxford and enter the University in the Fall of the next year.

Qualifications for Selection

Selection is made on the basis of qualifications laid down by Cecil Rhodes himself and further defined by the Trustees. Rhodes stated in his last Will: "My desire being that the students who shall be elected to the Schol-

pharmaceutical sales ...



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COLLEGE _____

CITY _____ STATE _____

arships shall not be merely bookworms. I direct that in the election of a student to a Scholarship regard shall be had to:

- (1) his literary and scholastic attainments.
- (2) his fondness for and success in manly outdoor sports such as cricket, football and the like.
- (3) his qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness and fellowship; and,
- (4) his exhibition during school days of moral force of character, and of instincts to lead and to take an interest in his schoolmates for those latter attributes will be likely in after life to guide him to esteem the performance of public duty his highest aim," and "No student shall be qualified or disqualified for election to a Scholarship on account of his race or religious opinions."

The Trustees, in their interpreting and implementing of this provision, have arrived at conclusions and have emphasized that "some definite quality of distinction, whether in intellect or character, is the most important requirement . . ."; that "the Scholar should not be a one-sided man"; that "Mr. Rhodes conceived of leadership as consisting of moral courage and interest in one's fellow men quite as much as in the more aggressive qualities"; that "physical vigour is an essential . . . but athletic prowess is of less importance than the moral qualities developed in playing outdoor games"; and that "financial need does not give a special claim . . ."

Appointments are made in first instance for a period of two years. For men who during their second year at Oxford apply for and justify their being given a third year Rhodes Trust will consider granting such extension. The stipend is at present five hundred pounds per annum.

Anyone who may be interested in the possibilities of a Rhodes Scholarship should read up on Oxford and on what the University offers and what it requires. There now are on most campuses, or nearby, persons

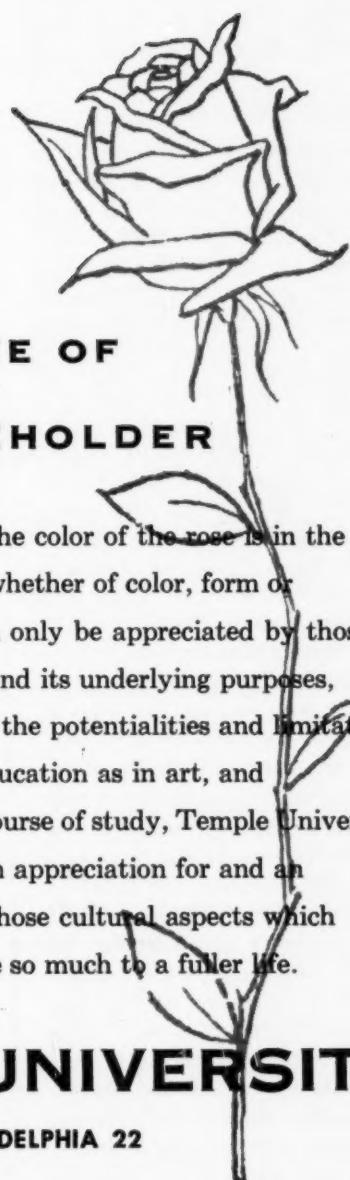
who can be of help in quests for information on those subjects.

To be eligible for a Rhodes Scholarship in and from the United States, one must be a male citizen of the United States, with at least five years of domicile, and be not married; must be of such age that as of October first of the year for which elected—if and when—he will have passed his nineteenth and not have passed his twenty-fifth birthday (except that "a candidate . . . who has had at least 90 days of active service in the armed forces of the U.S.A. since June 27, 1950, may deduct the period of his service from his actual age"); and must by the time of his application have at least Junior Standing at some recognized degree-granting University or College in the United States.

One may apply for an appointment either in and from the State in which he has his ordinary domicile, home or residence, or in and from any State in which he has received at least two years of college training.

One seeking to become a candidate should, for information and guidance, confer with the Institutional Representative of the Rhodes Scholars at his own or a near by college. If then, having made sure that he is eligible, he chooses to apply, he next should obtain from his College or University an endorsement, in writing, to the effect that he is considered a suitable applicant. Finally, having obtained a copy of a form which is available for making application, he should comply with the directions which appear thereupon and early in October send that form, completed and with the required exhibits, to the Secretary of Selection in the state in which he wishes to compete.

The Secretary presents to the Committee the applications received by him in due form. In cases where the number of applications is large, the Committee may on the basis of a preliminary examination dispose adversely of some of the applications; it summons for a personal interview those of the applicants whose credentials warrant, and from among them, on the basis of their credentials and of



**IN THE EYE OF
THE BEHOLDER**

It has been said "the color of the rose is in the eye of the beholder." Art—whether of color, form or harmony—can only be appreciated by those who know and understand its underlying purposes, together with both the potentialities and limitations of its particular form. In education as in art, and consistent with each course of study, Temple University awakens in the student an appreciation for and an understanding of those cultural aspects which contribute so much to a fuller life.

TEMPLE UNIVERSITY
PHILADELPHIA 22

*A copy of "They Went to Temple University" by
Robert L. Johnson will be mailed gladly upon request.*

their showing in the interview, nominates two (or less) for appearance before the District Committee. From among the twelve (or less) who appear before it, the District Committee chooses four to receive the Scholarships.

Training Offered

Oxford offers training in a wide range of subjects. The Rhodes Scholar is in no way restricted as regards his choice. He may, subject to the approval of his college, "read" for a B.A. degree in any of the "Final Honour Schools," of which there are some twenty-two, or, if qualified, may "read" for an advanced degree.

The winning and enjoyment of a Rhodes Scholarship do not in any way commit the beneficiary to acceptance, practice or support of any particular political principles or faith or creed. The Rhodes Scholar assumes a moral obligation to study, think and act honestly and to try to live a useful life; but how he shall fulfill this obligation is in no way prescribed. His first duty is "to acquit himself creditably in Oxford study and in Oxford life"; his next, to try to choose well and to achieve honorable success in his career. Rhodes emphasized "service to mankind" and he rated "performance of public duties as the highest aim"; but he assumed that educated men, certainly Oxford-educated men, will think for themselves and make their own choices; and Rhodes Scholars are expected to do just that. If a returned Rhodes Scholar becomes in any respect a propagandist, he does so as an individual, of his own volition, for an idea or faith or creed of his own choosing, and by methods and toward ends which he personally deems appropriate. The opinions and articulations of returned Rhodes Scholars are as varied as are their tastes, their inclinations and their occupations.

Competition for the Rhodes Scholarships has increased and so has competition of the Rhodes Scholarships with other scholarships, many of which have been made available during recent years through benefactions inspired by observation of the Rhodes' example.

The Sky is the Limit

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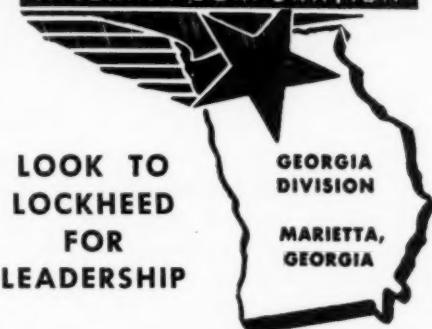
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**LOOK TO
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LET'S LOOK AT THE "OTHER HALF"

RUSSELL K. SIGLER, *Director, General Placement Bureau
University of New Mexico
Albuquerque, New Mexico*

THIS being an age of technology, the technical college or university graduate is the one in whom the college recruiter is most interested. Much lip service is paid to the development, by colleges in its students, of a broad, general background, but when it comes to recruiting, 80% of the orders placed are for engineering, business administration, and other technical graduates. Yet there are more students graduating with liberal arts degrees each year than there are students graduating from all the combined technical colleges.

To college placement officers, the placement of Liberal Arts Graduates constitutes something of a problem; namely, how do we place our liberal arts graduate? This question breaks down into several component aspects such as: what companies hire them; what kinds of jobs do they take; do they go on for graduate training; how are they placed; how do they adjust to their jobs? These and many other questions occur and must be answered before an adequate job of guidance, preparation for employment and placement can be done.

In order to provide some insight into this problem, a study was undertaken at the University of Colorado involving the Placement of Liberal Arts Graduates. This study involved 1400 liberal arts graduates from the University of Colorado who graduated from 1946 through 1950. All science, technical, and educational graduates were eliminated leaving only the graduates from those fields commonly referred to as the Humanities and the Social Sciences.* More specifically, the

study contained graduates from the fields of languages, sociology, psychology, anthropology, philosophy, history, physical education, economics and political science, English, English literature, speech, and distributive. The distributive major is one with the concentration spread among four areas in the arts and science college. The study was conducted by questionnaire, and 813 usable replies were obtained from the total group. This comprised 65% return of the questionnaires. This compares favorably with 65.16% return in reputable educational research as reported by Shannon.†

Advanced Education or Training Obtained by the Graduates

	Number	Percentage
No further Education	358	43.7
Graduate School	185	40.7
Law School	62	13.6
Medical School	53	11.6
Dental School	2	.4
Theological School	4	.9
Education	129	28.4
Other	20	4.4
Total	813	100.0

The group returning the questionnaires compared quite favorably with the total group with reference to the only statistics

* Physical education graduates were included first because it was felt that most physical education graduates do not go into teaching and second, as a control group.

**Percentage Analysis, by Major, of the Types of Companies that Hired
the Graduates**

Type of Company	Major									Per Cent of Total in Company
	History	Physical Education	Economics & Pol. Sci.	Distributed	Psychology	Language	English Engl. Lit.	Sociology	Anthropol. & Philosophy	
Sales—Retail	7.7		9.9	11.0	3.9	6.4	5.2	5.9		7.0
Sales Other Than Retail	10.2	4.3	9.9	7.1	7.9	4.3	10.4	7.1		7.7
Service	7.7	4.3	16.3	15.0	21.1	10.6	10.4	12.9		13.2
Manufacturing and Production	10.2	4.3	19.2	8.4	11.8	12.8	5.2	9.4		10.7
Public Relations and News	2.6		5.0	4.6	1.3		6.5	1.2		3.3
Legal	5.1		9.2	1.3			3.9			3.0
Welfare			2.8	5.8	13.2	2.1	2.6	27.1		7.3
Educational	43.7	82.9	19.2	26.1	27.7	53.1	50.6	31.7	40.0	36.9
Medical	2.6	2.8	.7	12.3	3.9	6.4	1.3			4.3
No Company	10.2	1.4	7.8	8.4	9.2	4.3	3.9	4.7	60.0	6.6
Percentage of Total	5.6	10.0	20.2	22.0	10.9	6.7	11.0	12.2	1.4	100.0

available; those of year of graduation, major at graduation, and sex.

It was somewhat surprising to note that more than half (56.3%) of the graduates continued their formal education or training and 41% of this group had actually received an advanced degree or completed their training. More men than women continued their advanced work and men tended towards the professional (medicine, law) fields while women, traditionally, tended to gravitate towards education and secretarial-clerical train-

ing. Only 14% of the total group had not been gainfully employed: the reasons: marriage (for women), continued schooling, and the military.

More of the graduates went into teaching or were working for educational institutions than any of the other fields of endeavor. Following educational institutions in importance as places of first employment were sales organizations, service organizations, and companies engaged in manufacturing and production. Following teaching in importance as the first employment were secretarial-clerical, personnel, sales, and service representative jobs.

Many of the graduates went on into professional schools and consequently into professional work that cannot be considered as being a direct result of their liberal arts education. The employment obtained by those graduates without professional training is general in scope and there is no direct evidence that a liberal arts degree in itself is of direct assistance in obtaining a job. The trends towards teaching were quite consistent for all of the various majors, and this is true for men as well as women. Teaching is certainly not just a "woman's job". At the time

The *Journal* extends its deepest sympathy to Mr. Gordon A. Hardwick who recently suffered the loss of his wife.

Mr. Hardwick was the President of the *Journal* from 1941 to 1951, and is one of our most loyal supporters.

**Analysis of the Types of Jobs Entered Into
by the Graduates**

	<i>Percentage</i>
Self-employed	3.4
Medicine	4.2
Law	3.1
Theology	0.3
Teacher (Professor)	30.9
Sales (Intangible)	1.9
Sales (Retail)	3.1
Sales (Wholesale)	4.9
Service Representative	5.6
Secretary — clerical	21.9
Personnel	11.3
Public Relations	2.4
Recreation	0.9
Interpreter	0.6
Math, Physics, Chemistry	3.3
Military	1.3
Labor	0.9
Total	100.0

of the study, most of the graduates had changed jobs at least once. In changing jobs they usually changed companies and changed within eighteen months of their initial employment.

Most of the graduates in their initial employment went through either a formal or an informal training program. However, this training was usually informal and of less than four months duration. The jobs were obtained by these graduates primarily through personal application, personal letters, and information from friends and relatives. Relatively few of them obtained their jobs through college or other placement officers.

Most of those responding felt that their salary raises and promotions on the job were in line with their abilities. Most of them would pursue the same course of studies if they had it to do over again. However, there was evident more dissatisfaction with both the

job and the course of studies pursued than is the case among the more technical graduates.

The recommendations are several and implicate both the colleges and industry. University and college placement offices are doing well, with the help of business and industry, in the placement of business administration, engineering, and other technical graduates, but they need to expand their activities to be of more assistance to the humanities and social science graduate! This assistance should take the form of providing more information and counseling about the world of work. This guidance, of course, involves the gathering of more information through research, et al. More extensive counseling and guidance needs to be provided for the liberal arts student than for those students in engineering, for instance. Whereas the engineering graduate through his professors and associations has garnered information about the types of work in his field, the liberal arts student, since little is known about what jobs he can expect, cannot pick up this information through his professors and associations. This counseling, which should extend to the high school student who is considering a liberal arts curriculum, should emphasize, among other things, the social and cultural values inherent in a liberal arts background. College placement bureaus need to exert a concentrated effort towards collecting information about jobs and opportunities for the liberal arts graduate.

Universities and business and industry all need to study the problem of the apparent high turnover rate in industry among liberal arts graduates. Educational institutions can attack the problem with better educational and guidance facilities. Business and indus-

In printing the comments of Ewald B. Nyquist in the March issue on the evaluation of placement services, the Journal regrets its failure to state that Mr. Nyquist is Assistant Commissioner for Higher Education for the University of the State of New York.

try should examine the prospect of broader and more formalized training programs for this type of graduate. Industry should be urged to examine their employment programs and seek out those areas in which the liberal arts graduate with his broad general education could function as well or better than those with more narrow technical training. More studies of this nature need to be made and published by colleges and universities. In these studies more meaningful classifications of companies and jobs should be developed. The categories used by the Department of Labor and other governmental agencies are too broad to be useful in placement work.

Lastly, liberal arts college and faculties should examine their curricula to determine if they are meeting the needs of their students. The college student is looking to higher education to provide an economic advantage

when he enters the job market.[‡] If this outlook is predominate, the needs of the liberal arts student are not being met since most of them upon graduation go into teaching, professional schools, or sub-professional jobs. This situation is at least partially due to the fact that liberal arts faculties have not assumed a realistic outlook concerning the placement of their graduates. They insist that the primary aims of higher education are cultural and social, which may be true, but they consistently overlook the vocational implications which their students think are more important.

[‡] Seymour E. Harris, "Millions of B.A.'s, But No Jobs," *Education For Democracy: The Debate Over the Report of the President's Commission on Higher Education* (Allan Nevins, editor, *Problems in American Civilization Series*; Boston: D. C. Heath and Company, 1952), pp. 68-72.

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INSTITUTIONAL GROWTH AND ITS EFFECT ON PLACEMENT SERVICES

DR. ROBERT F. MENKE

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Arizona State College, Tempe, Arizona*

DURING recent years institutions of higher education have been faced with many problems never before encountered. Evidence that these problems exist can be found almost anywhere higher education is discussed. Basically, their origin can be found in increases in enrollment. Even though the first big rush of new students has ended, few institutions have returned to their enrollments in the pre-World War II period. Regardless of the situation at the present time, however, higher institutions have been thrust into many new, as well as old, areas of conflict as the result of this increased enrollment. Without any doubt, when the great numbers of students, now surging up through the elementary schools of the nation, become eligible for college, the many problems will again occur. One of these many problems is centered in the placement services of these higher institutions. As a result of this tremendous growth, placement services have been faced with many situations which have been extremely difficult to overcome. This has been particularly true at our institution. Like many other institutions of higher education, we have experienced rapid growth with its resultant problems. This growth has been felt especially from the placement services point of view during the last three years. To complicate the placement function, this institution, again, like many similar institutions, changed from a single to a multiple-purpose institution. Originally our institution and our office were concerned only with the training of teachers and teacher placement. As a result, this office was organized to handle

this function only. As our school changed to a multiple-purpose institution, there came graduates from other than the teacher-education curriculum. The question then arose, where did these graduates fit into the total placement picture?

Our institution met this problem by developing a concept of placement function which would meet the new needs and problems that were presented. First, our task was to formulate the objectives of the placement service in line with the overall philosophy of the institution. After careful study and analysis of our situation, it was decided that this office had two basic objectives. The first was to assist all graduating students in obtaining employment according to their training, ability and experience and, secondly, to serve the state and region by providing adequately trained personnel for business, industry and education. Upon these objectives our services were then organized to handle all placement.

The office is located in the central administration offices and is staffed by a director of placement, a full time secretary, and student help to take care of the volume of work passing through the office.

Credential Forms

Credential forms are prepared which call for three types of data. 1. Personal—which include age, sex, marital status, dependents, record of previous training, and a good but inexpensive photograph. 2. Scholastic—which include high school attended, degrees,

honors, activities and hours of credits in a summarized form. 3 References — which include various testimonials from faculty members and former employers. With the compiling of the credentials, a permanent folder is established for each of the registrants. This folder is then filled alphabetically with the permanent folders of the other registrants. When the registrant files his papers, he also presents a file card on which much of the personal data is summarized. This card is cross-referenced and placed in what is known as an "active registration file." When a vacancy is reported, it is this active registration file which is used to select properly qualified students. At this point, too, various departments and faculty members are consulted regarding the selection of possible candidates. It should be noted that when each registrant registers with this office, an interview is scheduled with the director at which time the registrant's interests and qualifications are discussed and also placement techniques, such as interviews and letters of application, are reviewed.

Vocational information is available through the medium of a Vocational Information Center located in the placement office. Although this service is now only a year old, its increasing use has justified its establishment.

Of equal importance in helping our registrants is the service to employers and our relationship with employing officials. As noted previously, all vacancy reports are given immediate attention. The sagacity of this cannot be overemphasized for prompt attention to all reported vacancies indicates to the employer that the office is interested in his employment problem. After the files have been carefully checked for possible applicants, the folders of each candidate are reviewed, the applicant is notified of the vacancy, and an interview is arranged. If the interview is to be held off the campus, the candidate is given a referral card for identification purposes. On the other hand, if the interview is on campus, the interviews are scheduled during the time the employer is

visiting at the institution. A general pattern is also set up as to the length of time the interviewer wants to spend with each applicant. From our experience we have found that this varies as much as from ten minutes to two hours; however, most interviews last for about thirty to forty-five minutes. A private interviewing room is scheduled for the interviews, and all credentials are organized in advance of interview time. Two copies are made of the schedule, one for the interviewer and one for the placement secretary. On this schedule beside the time allotted, there is a space provided for the interviewer to comment on his reactions to the candidates interviewed. After the interviews, the schedule is filed and the director of placement has an opportunity to talk to the employer about the candidates. Those credentials that the employer desires are given to him for future study. Every courtesy of the campus is shown to the employer on his visit as we want these employers to feel at home and come back again. When the candidate is placed he fills in what we call a "Notice of Election" card and at the same time his card is removed from the active file.

Follow-up Study

A follow-up study is made of each candidate placed, either by a personal visit or letter by the director or member of the faculty interested in that area of work. The results of these follow-up studies are reviewed by the college for evaluation purposes.

Recognition, support, and understanding of the placement function on the part of the president of the institution was of primary importance in meeting the many problems brought on by this increased enrollment. With this support and as a result of careful planning, the placement service is now centralized in one office and organized to give maximum service to both the candidate and the employer. Today our institutional enrollment is above the 4,000 mark and the placement service has an active registration of over 1,000 candidates who are actively seeking employment in many areas of endeavor.

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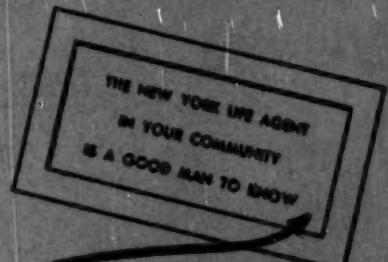
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